BHARTIYA SHIKSHA BOARD

आ नो भद्राः क्रतवो यन्तु विश्वतः

THE SECONDARY SCHOOL CURRICULUM 2025 - 26
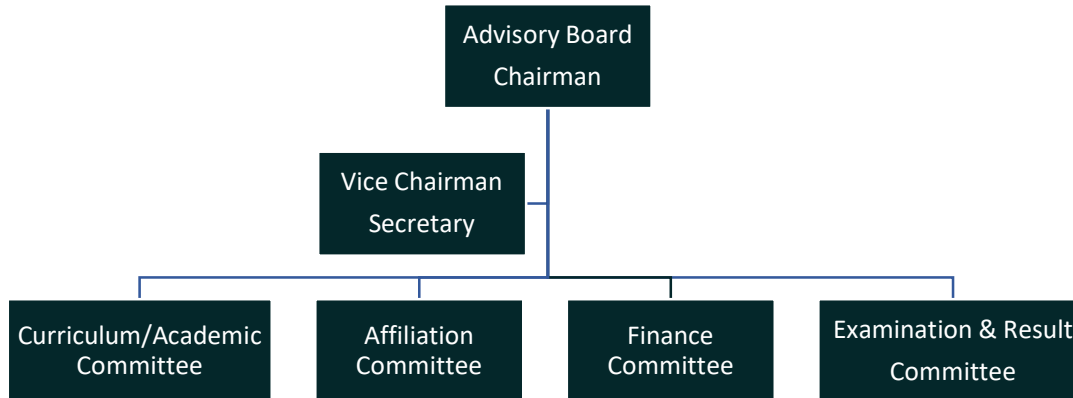
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PREFACE

Bhartiya Shiksha Board endeavours to provide impetus to school education so that the students grow as self-learners, global citizens with empathy for all living beings and environment, critical and analytical thinkers with a sense of wonder and curiosity and have respect for our ancient culture and heritage and acquire ability to apply knowledge & skills for problem solving in the real life contexts. For achieving these goals, Bhartiya Shiksha Board has evolved partnership with all the stake holders namely schools, students, parents & society, teachers and academic fraternity. Drawing the best from the modern education philosophies and Indian practices like Guru - Shishya Parampara, the class rooms in the schools would be nurturing children for enquiry-based learning with a child centric approach focused on his/her all round development. Such teaching-learning environment will be achieved by supporting teachers and school community through teacher's professional development programmes, innovative child centric curriculum embodying experiential learning with scope for exploration & creative expression.

Pupil assessment will be planned and implemented in such a way that it helps the assessor to discover what the children know and have learnt and will provide the information about what is yet to be learnt so that strategies could be planned to further improve teaching-learning process. Bhartiya Shiksha Board will focus on competency based assessment. The Board shall have an assessment system which would be humane and non-intimidating. The Board through its curriculum, shall nurture the school environment with Indian values and culture and also provide freedom to learners to learn at their own pace, without any stress.

PREAMBLE

In March 2019, the Government of India, through MSRVVP (Maharishi Sandeepani Rashtriya Ved Vidya Pratishthan), vested the responsibility of establishing and managing the Bhartiya Shiksha Board in Patanjali Yogpeeth Trust.

Organogram of Bhartiya Shiksha Board (BSB)

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                    Advisory Board
                      Chairman
                          |
            Vice Chairman |
              Secretary   |
      ┌───────────┬───────┴───────┬──────────────────┐
Curriculum/Academic  Affiliation    Finance      Examination & Result
    Committee        Committee      Committee         Committee
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Objectives of Bhartiya Shiksha Board (BSB)

Bhartiya Shiksha Board (BSB) has framed all its policies and curriculum keeping in view the National Education Policy 2020 and National Curriculum Framework 2023 with the aim of providing quality education to the learners and;

(i)   nurture the feeling of world fraternity, self- independence, oneness, coordination, world peace, world health, the welfare of all mankind, world unity, inner joy, happiness etc.

(ii)   enable them to lead a prosperous and successful life of balance between material development and spirituality so that they may continuously march ahead with an all-round development with modern outlook.

(iii)   instil in them fundamental universally accepted scientific and moral values of human life enshrined in all sects and religions so that the students are free from jealousy and envy, malice and hatred towards any sect or community and show tolerance and respect for all.

(iv)   induce pragmatic capabilities and competencies so that they may translate their knowledge of art, science, research and techniques into prosperity while conducting themselves before others with human morals and spiritual values. Skill development and entrepreneurship will be developed by imparting the best modern education blended with Vedic and Spiritual Education with a view to making them responsible, productive, self-dependent citizens and noble human beings.

(v)   cultivate among learners the deeprooted self-pride and love for our country by making them aware of the rich Bharatiya culture and heritage.

(vi) develop them as well-cultured citizens with self-control and good conduct by providing the holistic education to keep their body-mind-intellect-spirit wholesome.

(vii) prepare them to be dynamic citizens of the world capable of facing challenges and resolving conflicts.

Functions of BSB:

(i) To prepare the Affiliation Bye-laws for schools and Gurukuls willing to be affiliated to Bhartiya Shiksha Board (BSB).

(ii) To prepare the Examination Bye-laws, policies and scheme of examination and grant certificate of qualification to the eligible candidates.

(iii) To promote competency-based assessment instead of rote memory-based assessment.

(iv) To devise and implement special programs to nurture child prodigies and take care of their needs through GEP (Gifted Education Program).

(v) To design and implement individualized support programs to take care of academic needs of children requiring handholding through REP (Remedial Education Program).

(vi) To design and implement programs to enhance the physical and emotional strengths of the children through Self-development program.

(vii) To design and implement programs to make children understand social fabric, issues of concerns, sense of responsibility and enhance their ability to address problems through SEP (Social education program).

(viii) To design and implement programs to enhance the understanding of cultures and traditions of India and inculcate the feeling of National pride, self-reliance, brotherhood and national unity through cultural education program (CEP).

(ix) To expose them to Indian knowledge systems and contribution of Indian scholars like Panini, Sushruta, Charaka, Patanjali, Kanada, Aryabhatta, Bhaskaracharya, Varahmihira, Madhavacharya, Baudhayana, Brahamgupta, Nagarjun, Kautilya etc, in the fields of Astronomy, Mathematics, Medicine, Surgery, Metallurgy, Civil engineering, Architecture, Ship building, Navigation, Yoga, Fine Arts Economics etc.

(x) To develop soft skills of cultural awareness, empathy, perseverance and grit, teamwork, leadership, communication, higher order thinking skill like critical thinking and problem solving along with other cognitive skills.

(xi) To re-establish and cultivate the Indian legacy of opening new priorities of knowledge through the processes of learning i.e. shravana (hearing), manana (thinking) and nidhidhyanasana (meditating and reflecting) in order to produce creative and innovative thinkers.

(xii) To develop pedagogical framework to make learning experience exploratory, experiential and joyful. Project based learning with interdisciplinary and multidisciplinary integrated approach will be used for curriculum transaction.

(xiii) To develop culture of practising Yoga, Yajna, Agricultural activities and gaining knowledge of Ayurveda as part of daily routine of school and home.

(xiv) To develop love for learning Sanskrit (being the mother of all languages and treasure of Indian knowledge) at an early age and Veda through Gurukulas/schools and Guru shishaya Parampara.

Teacher Support Program

Bhartiya Shiksha Board (BSB) believes that teacher is the soul of any educational system. To uplift the morale and spirit of teachers is the core responsibility of the Board. Bhartiya Shiksha Board (BSB) has exhaustive plans for capacity building of teachers and re-establishing their status in society. All teachers will undergo the training before they start teaching regularly in the classrooms. Teacher support and capacity building programs will be undertaken to;

(i) develop professional competencies focusing on subject enrichment, innovative pedagogies and assessment techniques.

(ii) raise the competence of teachers through regular mentoring programs, open discussion forums, webinars and interactive portals.

(iii) enable teachers to teach effectively through online and offline mode.

(iv) encourage teachers to translate the existing content knowledge into local or regional languages so that accessibility and affordability of knowledge can be scaled up.

Publications:

Bhartiya Shiksha Board (BSB) will have its publications to attain educational excellence and give opportunity of expression to all faculty members and students. They will be able to get their research papers, case studies, articles, views etc. published in BSB's journals.

Bhartiya Shiksha Board aspires to prepare morally, culturally, intellectually and socially aware human beings with open heart and mind to accept and grasp noble thoughts from all quarters. They will be able to work with a purpose on this earth and respect others' existence at equal footing with a mind-set to serve for the well-being of all animate and inanimate entities. Conclusively, BSB intends to develop systems based on the following two philosophical foundations:

आ नो भद्रा: क्रतवो यन्तु विश्वत: |
"Let noble thoughts come to us from all directions"
सर्वे भवन्तु सुखिन: सर्वे सन्तु निरामया: |
सर्वे भद्राणि पश्यन्तु मा कश्चिद् दु:खभाग् भवेत् ||
"May all be happy
May all be free from illness
May all see what is auspicious
May no one suffer"
Om Shanti, Shanti, Shanti.

Education: Worldview, Approach and Action

Introduction

Indian seers (Rishis) and educationists accepted happiness as the final goal of life. There are two layers of happiness – happiness based on sense-object relationship, worldly achievement or limited experience and happiness based on Self-realization. The latter has been accepted as the state of ultimate happiness.

(Yadalpam tanmartyam | Yo vai bhuma tatsukham | Chandogya Upanishad 7.23.1)

For former, Indian Acharyas such as Bodhayana, Bharadwaja, Lagadha, Dhanvantari, Sushruta, Charaka, Kanada, Kautilya, Aryabhatta, Varahamihira etc. made conscious effort for long that led discoveries in the area of Mathematics, Health, Astronomy, Earth Science and Aeronautics. Upanishadic seers and subsequent Acharyas enquired and searched the source of happiness that led to the discovery of discoverer (atmasakshatkara or self-realization). Attaining happiness - worldly (abhyudaya-janya or dharma-artha-kama-janya) and transcendental (nihshreyasa) has been the integral part of education in Indian knowledge tradition. Upanishads say:

Dve vidye veditavye iti ha sma yad brahmavido vadanti para chaivapara cha |
(Mundakopanishad 1.1.4)
Vidyam chavidyam cha yastadvedobhayam saha |
Avidyaya mritum tirtva vidyayamritamashnute || Ishavasyopanishad 11

(There are two layers of knowledge – para or vidya (intuitive or transcendental) and apara or avidya (worldly or rational)

Both of the discoveries are connected to the welfare of humanity world around. The statement of Sri Aurobindo is worth-mentioning:

The Indian mind used time and space to map out the celestial phenomena. It analysed the constitution of matter and understood the nature of spirit. It made advances and developed insights about human life and its purpose through divergent fields of study.

(The Foundations of Indian Culture, Complete Works Vol.14)

Conclusively, the holistic understanding of reality and its application to daily life is the core of Indian education that prompts one to establish sustainable society.

The Present Situation

21st Century India is witnessing different scenario. The fragmented worldview and pursuit of material things has become the central goal of life and causing ill-health, insecurity, unhappiness, frustration, socio-emotional deficiency, suicidal tendencies, gender abuse etc. among youth. These negative feelings have threatened the cherished human goal of happiness, fullness and liberation.

It is a right time to look into and revive our time-tested holistic knowledge tradition for eradicating negativity and realizing happiness once again. Upanishad says:

Anandam brahmano vidvan na bibheti kadachana.
(Taittiriya Upanishad 2.4.1)

The Need

The need of the hour is to revive and implement holistic knowledge systems for integral development and true happiness. Svadharma, the crux of Indian ethics and morality, should be given due importance. We have to admit and own up the model of self-development and ethical quotient in our present outlook to life and personality. This shift from existing fragmented mindset would lead us and particularly youth to establish Atmanirbhara and Shaktishali Bharata that accept whole universe as her family and devotes herself to the welfare for everyone:

Yatra vishvam bhavatyekanidam | Yajurveda 32.8
Sarve bhavantu sukhinah sarve santu niramaya |
Sarve bhadrani pashyantu ma kashchidduhkhabhag bhavet. ||

Possible Solution

The possible solution is to develop a model to amalgamate rationality and intuition, expansion and conservation, competition and cooperation, quality and quantity, reductionism and holistic, linear and nonlinear for balanced human personality, sustainable development and happier world. We have to develop a culture where togetherness prevails, self-less duty matters, group decision works and consciousness breaks material boundaries:

Sangachchhadhvam samvadadhvam samvomanasi jantam | Rigveda 10.91.2

Rationale

Taking stock of the present imbalances world over and assessing our resources and their utilization by the industrious government we have to train our youth to fulfil their need by taking minimum from nature and serving maximum to others. Indian knowledge strengthens one for sacrifice not for acquiring power to dominate over others. The key of this philosophy lies in realizing the unifying essence of everything. In the words of Sri Aurobindo:
India is eternal, she has not yet spoken her last creative word, she lives and has still something to do for herself and the human race. (Vol.14)

Vision

Our vision is to make our youth realize their universal nature. They are not mere material coverings (annamaya, pranamaya, manomaya, vijnanamaya and anandamaya koshas) but essence and sustainers of those coverings. They have to take care of former, but realise latter as unifying principle. That will prompt them to know the fabric of Indian society 'Unity in diversity'. Moreover, this universal vision is to be spread every corner of this globe so that people be aware of reality and get ready to lead their life on the basis of need, not greed:

Ishavasyamidam sarvam yatkincha jagatyam jagat |
Tena tyaktena bhunjithah ma gridhah kasyasviddhanam ||
(Ishavasyopanishad 1)

Mission

Our mission is to
  (i) Prepare intellectually responsive, culturally sensible, socially inclusive and spiritually elevated human beings.
  (ii) Nurture uniqueness through curiosity, imagination, creativity and originality as spark of the divine source.
  (iii) Evolve sustained ownership and entrepreneurial skills for achieving well being of oneself and significant for others as a society, nation and beings.
  (iv) Develop insights in learners, both teacher and taught, for deeper understanding of truth of their self and area of study to evolve as global residents.

Iha chedavedidatha satyamasti na chedihavedinmahati vinashti |
Bhuteshu bhuteshu vichintya dhirah pretyasmallokadamrita bhavanti ||
Kenopanishad 2.5

In Retrospect, Presenting the Past for Future

A systematic study of the foundation of Indian world view, indigenous practices, priorities, nature of human personality, the world and its abiding relationship to the consciousness would be profitable to situate the concerns of our present engagement. In other words, universal knowledge of past, planning and action in present and shaping the goal of future will lead India to the state of vishvagurutva.

Instrumentality of Education

In the words of Vidya Niwas Mishra, "Education has been concerned as instrumental to connect man to his integral future, to his integral possibilities and to the knowledge pool of an integral nation." (Adhyapana: Bharatiya Drishti, 1998). Education is a noble means to awaken the true character of human nature to pursue learning with humility and to liberate one from limitations of thought, feeling and action. Education leads one to achieve worldly and transcendental happiness. The traditional saying maps this thought:

Vidya dadati vinayam vinayat yati patratam |
Patratvat dhanamapnoti dhanat dharmah tatah sukham ||
And
Sa vidya ya vimuktaye | Vishnu Purana 1.19.41

The Vedic method of education lies in shravana (listening with focused mind), manana (analysing constantly on the received information through shravana) and nididhyasana (execution of intellect on decided goal). The internationally accepted LSRW (Listening, Speaking, Reading and writing skill) is nothing but paraphrasing of same.

The culmination of education manifests itself into leading one from the state of changing (material achievement) to non-changing (transcendental fulfilment), ignorance to knowledge and mortality to immortality:

Asato ma sadgamaya tamaso ma jyotirgamaya mrityormaamritam gamaya |
(Brihadaranyaka Upanishad 1.3.28)

Disposition of the Mind and Rationality

Indian tradition always welcomes rational mind and noble thought: Tanstarken yojayet (Upanishad)

By applying reasoning one can understand the truth.

Vedic Rishi proclaims:

A no bhadrah kratavo yantu vishvatah | (Rigveda 1.89.1)

Let the noble thought come from all corners of existence.

A sharp mind equipped with the experience of predecessor can achieve the goal very soon. This is the scientific method developed by tradition and applied by scientific world:

Acharyavan purusho veda | (Chandogyopanishad 6.14.2)

(A sharp and rational mind with the help of experienced Acharya can know the truth)

Environment

a. Natural and Educational

Vedic Rishis acknowledged the role of basic natural elements as Prithivi, Jala, Agni, Vayu and Akasha for the survival of one's life. They go to even that extent where above elements are declared as the manifestations of Atma itself:

Tasmadva etasmat atmanah akashah sambhutah akashadvayuh vayoragnih agnerapah adbhyah prithivi prithivyah oshadhayah oshadhibhyonnam annatpurushah| Taittiriya Upanishad 2.1

Atharvaveda says:
Mata bhumih putroham prithivyah | Atharvaveda 12.12

Earth is our mother and we are her offspring. This identical bond with environment and nature prompts Indians to take care of nature. According to Arne Naess, a deep ecologist, the above-mentioned understanding that nature is our extension can save environment and us. Environment is also seen as an effective source of all learning. Education, therefore, should be environment friendly.

b. Learning Environment

An educational institute should have such a learning environment where students can spend time with his/her Acharya to learn from his experience and ask any question without the fear of being ridiculed. Bharatiya Gurukula, since time immemorial, has been educating students and will be educating in future too with above philosophical foundation:

Saha navavatu |saha hau bhunaktu | saha viryam karavavahai | tejasvi navadhitamastu |
ma visvishavahai | Om Shantih Shantih Shantih | Kathopanishad Shantipatha

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PRINCIPLES OF CURRICULUM: PHILOSOPHICAL PERSPECTIVE

Vision: Paradigm Shift: From Construction of Knowledge to Building a Culture of सर्वेभवन्तु सुखिनः

The Ultimate aim of education of man, is to aspire and work for the well–being of all Existence, a thought which is well enunciated in The Vedic prayer (for peace sited here)

सर्वेभवन्तु सुखिनः सर्वे सन्तु निरामयाः |
सर्वेभद्राणि पश्यन्तु मा कश्चिद् दुः खभाग भवेत् ||
"May all be happy
May all be free from illness
May all see what is auspicious
May no one suffer".

The inclusive invocation seeks to see all beings free from suffering and illness; blessed with joy and happiness, envisioning what is auspicious & dwelling in peace. To envision what is auspicious, is also the clarion call of the activists who perceive the threat of climate change to the very existence of civilization. It's the call to mankind to take a serious note of the drastic imbalance man has created in the otherwise well regulated / disciplined world of Nature. Overlooking himself as a part of Nature, man choose to exercise his intellect and power to control nature; this instinct got the better of him & he got obsessed with controlling and possessing existence relentlessly. His intellectual pursuits subordinated the unjustified and unequal distribution of resources and power; it has caused suffering, exploitation, pain, conflict and violence; the instinct got better of the humane in man; man lost his connect with his own inner voice; the voice of humanity got subdued. The intellect in its pursuit of the world outside, took cognisance of the person, as the individual in whom rested the power. The human context was the context of individual who was aggressively conscious of his rights. History witnessed the conflict between human rights and might is right. In this pursuit man's intellect took cognizance of the world and his own self, largely on the basis of the knowledge acquired by his senses and rationality. Knowledge as a product and knowing as a process followed the Positivist Paradigm. The sciences emerged as the body of verifiable quantifiable and objective knowledge about man, nature living and non- living, society – relations between man & man; man's–past, present & his future. This transition of sciences from the classical life sciences and physical science to the contemporary social sciences and environmental sciences is a reflection of the shift in the focus in pursuit of the science;

Science today is not about what is being studied / known but about how it is being studied / known the later constituting the scientific way.

The scientific way is undoubtedly, one of the fundamental premises for designing a framework of knowledge that a society intends to share through a system with all its members, belonging to both the present & future generation. This systematically, planned; purposive framework of knowledge to be transferred is the curriculum of the system, called education. Broadly speaking the intent of this transfer of knowledge is to conserve, the past, enrich the present and to shape the future of society. This necessarily requires a meaningful engagement of those who have knowledge as well as those who have to acquire this knowledge. The meaningfulness emanates from the way the teacher and the learner relate to the context, situated in which they co-discover the relevance of this knowledge. This is engaging in pedagogy of re-creating and re-constructing knowledge, bearing coherence with the emerging scenarios in the life of the individual and society.

This engagement is the pedagogy of sharing, and collaboration between the teacher & the learner, where in the teacher introduces and initiates the learner into perceiving certain experiences of a situation or a phenomenon from a perspective; analyzing and identifying certain distinctive elements of the total context.

Visualizing & mapping the co-relatedness of the identified elements & developing concepts as the mental constructs of the understanding of those experiences from the specific perspective- thus constitutes the two-fold aspect of a discipline. It is engaging the learner's mind in distinctively systematic perspective building as well as co-relating it with the conceptual wealth of the discipline. It's engaging, exploring, enquiring to further the frontiers of knowledge acquired thus for. It's initiating the learner into discipline specific process of inquiry leading to the process of theorization distinctive of the discipline. The positivist paradigm with its empirico -rational premises lends bases to the verifiability of the truth of knowledge so evolved as well as its validity.

Education is not just acquisition of knowledge, it is experiential knowledge that transforms, empowers, enlightens and liberates the person. Thus, the context of knowledge must bear a paradigm shift from the object to the subject of knowledge. The meaning making is not just about the experience, from a singular perspective, it is must engage learner in the synthesis of knowledge from different perspectives; collate to integrate & perceive the totality of the experience and arrive at the critical understanding of the experience for himself, his world. However, the learner must transcend his limited subjectivity with which he arrived at this critical understanding of his/her experience; he must widen the expanse of the subjective element of the experience and validate this knowledge with reference to a more inclusive subjectivity. This requires the empathetic engagement with the experiences of others in similar situation. Education thus becomes critical conscieilisation, engaging the learner in active humanization. The learner needs to necessarily validate this knowledge with reference to different people, places and time and yet similar context. An integration of subjectivities is emancipatory. Herein lies the focal point of the paradigm shift envisaged in the BSB curriculum. What constitutes the critical conscientisation is the process of mutual liberation and cultural action. Its prerequisite is the humane context. The spectrum of education in

contemporary India therefore would need to have the roots in Indian ethos and a canopy spread globally. Every person, in present times is by necessity on account of sustainability of the life on earth; technological penetration and liberal, privatized global economic imperatives; connected immediately or distantly / remotely; and is thus a global citizen. Compulsions aside, Indian ethos has always been inspired by

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'संगच्छध्वं संवदध्वं सं वो मनांसि जानताम् |

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"May we march forward with a common goal; may we be open – minded & work together in harmony."

It is important for the discerning mind to identify the cultural action that can be both liberating and harmonious. The deliberation around the themes of the Purusharthas Dharma, Arth, and Kama are the points of reference to situate the cultural action that an educated mind should engage in. Dharma, Is the moral compass of righteousness incumbent on a person by virtue of his / her existence; it is inevitable duty that a person is obliged to uphold, to justify one's identity. Arth is any kind "of urge for a physical necessity which can only be attained in a world of physical relationships ".   (Swami Krishnananda pg.5)

Kama is "a general psychological urge emanating from our whole personality. It is not the desire for this or that; it is general restlessness of consciousness, a general incapacity of the mind to rest in itself ". (Swami Krishnanda. Pg.6)

Thus, while Kama, creates an urge in the mind to seek a desire, artha drives this search outside our physical self, to collaborate with physical things & minds but it is dharma that is behind artha & Karma, determining to what extent and in what manner we seek the fulfillment of these urges.

The principle of artha and Kama become the cause of bondage if not governed by the principle of Dharma, which in itself is not a prescriptive formulation but an angoing reflective engagement of the consciousness with the self in defining one's identity. The moot point is: who am I? What defines my existence?

"If we know what dharma is, we can know what life is, what we are, what our relationship with others ought to be and how we can be happy" The answers to these questions provide insights into the what? Why? & how of the Cultural action that would be the basis for mutual liberation and resurrecting human dignity. Dharma is the principle of harmony of values, enabling overcoming of contradictions & conflicts.

"Dharma is the principle governing objectivity, and the principle that equally applies to the subject" ". (Swami Krishnananda pg.8-10)

"To apply dharma is to apply the principle of impersonality in every judgement" (ibid) Training and practice of Dharma, evokes in the learner the capacity to make conscious choices of situating himself in his world defining his relationships.

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But what connection does moksha have with dharma, artha and Kama. It seems to be immanent, already present in all these things. In every bit of the lower objectives, we will find the principle of moksha immanent. The higher is implied in the lower. "(Swami Krishnanda pg. 7-10)

In the educational context, the dialogue on the real life situations and experiences of the learners can have twofold objectives, one to facilitate the comprehensive conceptual understanding from integration of different perspectives of different disciplines and two to stimulate rich insights into cultural action, when reflective deliberations are held with reference to the four purusharthas in the context of those experiences, and this endeavor would simultaneously be liberating and creating harmony.

The dialogue would be a milestone in the journey of knowing oneself and one's relationship with the world; with an immense scope of education as integration and an authentic evolution of the human personality taking upon himself the responsibility of making conscious choices and shaping his future as well as contributing to the welfare and well – being of the world at large.

Curricular Framework
With the Vedic insights as its basis, Bhartiya Shiksha Board (BSB) curriculum framework utilizes the National and International policy documents on Education such as Education for All (2004), NCF (2005), right of children to free and Compulsory Education Act (2009), NEP 2019/2020 and International Education Commission. In its selection of the content of courses, the curriculum framework transcends the division of East and West.

Salient Features and Objectives of Curriculum
According to International Education Commission (IEC), the four fundamental pillars of a curriculum are:
  (i)   Learning to know
  (ii) Learning to do
  (iii) Learning to live together and
  (iv) Learning to be.

The objectives of BSB curriculum are as under:

  (i)   Systematic and comprehensive development of concepts
  (ii) Focus on inquiry, innovation and research-based perspective
  (iii) Emphasis on the overall growth of the learner instead of emphasizing only specific parts of the human experience
  (iv) Restore the self-development as the core focus of education
  (v)   Reduce curriculum content to enhance essential learning and critical thinking
  (vi) Relevant to life-advancement and employment of students

(vii) Encourage its learners to find identity, meaning, and purpose in life through connections to the community, to the natural world, and to the spiritual values such as compassion and peace

(viii) To conserve the past, enrich the present and to shape the future of society

(ix) Promote national integration and sense of pride towards diverse Indian heritage with this ecosystem, we wish to be a catalyst in the transformation of our students into a knowledge powerhouse, possessing necessary moral and social values and love for their country and its diverse culture.

(x) To imbibe 21st century learning, literacy and lifeskills.

(xi) To develop the ability to appreciate Art.

(xii) To promote Physical Fitness, Health and Well – Being through Yog and Meditation.

(xiii) "Education is the manifestation of the perfection already in man" - Swami Vivekananda.

ICT

ICT will be integral part of teaching and learning process. Main features of ICT program are:

(i)   Training of subject appropriate open source softwares for teachers and students
(ii)   Age-appropriate curriculum
(iii) Teaching using technology aids
(iv)   Training of Basic etiquettes to be followed in digital world
(v)   Preparedness for digital citizenship

Students will be exposed to various online learning platforms and will be encouraged to pursue some courses of their choices. Credits shall be given to the students on completion of these courses. Objective of giving credits for self learnt courses is to put the students in self-learning mode and to develop self- awareness and ability to recognize his inner voice, while selecting the course. The sources of knowledge are all around us, but to identify the right source as per need and to make use of these sources is essential part of 21st century skills.

DESIGN OF CURRICULUM

The Bharatiya Shiksha Board aims to produce

(i) True Bharatiya with high sense of pride for our belief, traditions, culture and languages
(ii) Responsible and productive citizens
(iii) Self -confident, self -reliant, strongly committed person who can uphold high moral values
(iv) Integrated personalities
(v) Conscious and compassionate human beings
(vi) Ardent learner and rational thinker
(vii) Physically, mentally, intellectually, emotionally and spiritually fit person
(viii) Innovative and enterprising

Curriculum is designed keeping the learner at the centre. Four kinds of programmes are evolved for the holistic development of humane as conscious being:

(i) Academic programs for Intellectual development
(ii) Culture Education Programs for Aesthetic Development
(iii) Social Education programs for social development
(iv) Self Development programs for physical fulfilment and spiritual development

Schools will be day boarding schools of duration minimum 8 hours daily. All 365 days will be considered as learning opportunity days with learning in formal set up for 240 days and in informal set up for 165 days. All festival holidays, excursions, outside classroom exposures will be part of non formal setup. Yog, Pranayam, Hawan-Yagna, sports, working in agriculture fields or garden and meditation will be part of daily routine of school.
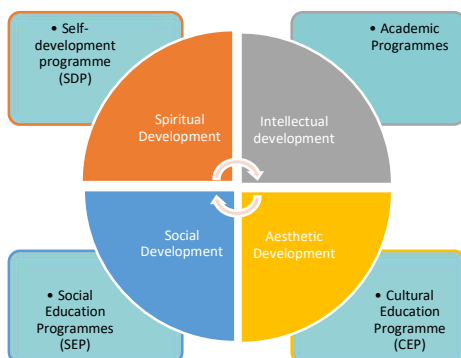
Curriculum Areas

(i) BSB envisions the all-around development of students in consonance with the holistic approach to education and therefore, has done away with artificial boundary between the co-curricular domain and the curricular domain.

(ii) The Curriculum provides students a broad and balanced understanding of subjects including languages, Mathematics, Science, and Social Science to enable students to communicate effectively, analyze information, make informed decisions, construct their worldview in alignment with constitutional values and move ahead in the direction of becoming productive citizens. The recent focus of BSB is on the development of 21st-century skills in settings where each student feels independent, safe, and comfortable with their learning. The Board hopes that schools will try to align curriculum in a way so that children feel more connected to it and employ their learning in real-life contexts. To achieve this aim, it is important that children acquire adequate knowledge and skills in other core areas like Health and Physical Education, Life Skills, Values Education, Art Education, Work Education.

(iii) In an operational sense, the curriculum is learner-centered with school being a place where students would be acquiring various skills; building self-concept, sense of enterprise, aesthetic sensibilities, and sportsmanship.

The curricular areas are as follows:

(i) **Language I (Hindi or English):** Learners use language to comprehend, acquire and communicate ideas in an effective manner. Universal and Indianised value-based content of established poets and writers is combined with multidisciplinary activities and exercises that align with the Sustainable Development Goals (SDGs) of 2030. This enables the learner to think critically and to innovate and adapt to the needs of the changing times. Interesting and fun activities are given to hone the Listening, Reading, Writing, and Speaking skills of the learners. The exercises and activities cater to exploring, developing and creating a comprehensive improvement in the learner's language skill and equip the learner for global job perspectives in the future.
This enables the learner to think critically and to innovate and adapt to the needs of the changing times.

(ii) **Language II: Nurturing Multilingual Competence and Cultural Consciousness:** Language is the cornerstone of thought, expression, identity, and heritage. The Language II plays a transformative role in shaping the intellectual and cultural foundation of learners. It is a powerful medium through which students connect with ancient wisdom, contemporary knowledge and global discourse.
The curriculum envisions Language II as an inclusive, flexible domain that allows students to choose from recognised Indian and Global languages, thereby fostering Multilingualism and rooted cosmopolitanism.
The study of Language II is not confined to mastering Linguistic mechanics alone. It builds skills like communication, enhances critical thinking, fosters cultural rootedness, and prepares

learners for both national responsibilities and global opportunities, thus affirming Bhartiya Shiksha Board commitment of holistic, inclusive and future ready education.

(iii) Mathematics: The concepts related to number sense, operation sense, computation, measurement, geometry, probability and statistics will be taught through traditional indian knowledge system in an enchanting form. Students will be made aware of the high standards of research established by many scholars of ancient Indian scholars like Baudhayana, Aryabhata, Varahamihira, Brahmagupta, Bhaskaracharya etc. and the original contribution made. The skill to calculate and organize, the ability to apply this knowledge and acquired skills in their daily life and the skills to think mathematically will be developed through logical and creative thinking which will also help the students to improve critical thinking and problem solving. The pedagogies will be learner centered, interesting, based on curiosity, discovery, experience and dialogue.

(iv) Science (Biology, Chemistry and Physics): This includes gaining knowledge about Food, Materials, The World of the Living, how things work, Moving things, People and Ideas, Natural Phenomenon and Natural Resources. The Focus is to prepare students for the modern world and to develop the skills to think originally and independently and honouring the Indian contribution to Science and Technology from ancient times to the present era. Each chapter begins with a verse from the Vedas, Upanishads and other Indian scriptures. References to Indian heritage, culture and traditions are being used judiciously.

The Curriculum promotes the ability of students to engage with science-related ideas as a reflective citizen by being able to explain phenomena scientifically, evaluate and design scientific enquiry, interpret data and evidence scientifically along with understanding the importance of Indian values with focus on humanitarian and constitutional values as per NEP 2020.

(v) Social Science: Bhartiya Shiksha Board has given a detailed description of the glory of actual Indian history, economy, political system and geographical knowledge through the four parts of Social Science - History, Political Science, Economics and Geography with its tireless efforts.

The main purpose of the curriculum is that our present young generation should be aware of how much sacrifice and hard work Indians had done to preserve and organize their culture, civilization and geographical knowledge.

The importance of Indian culture, duty and valor etc. will properly guide the young students of India and ensure the multi-dimensional all-round development of the students. Learners appreciate and value everyone's right to feel respected and safe, and, also understand their Fundamental Rights and Duties to be able to behave responsibly in the society.

(vi) Skill/ Vocational Education: Keeping the 'Basic Education' of Mahatma Gandhi's ideas in the center, the format/framework of Vocational education and Skill development has

been prepared by BSB. Science and Technology of the present digital oriented world will be used to prepare young India for business and industry by integrating the traditions of 64 arts and 16 disciplines.

Efforts have not only been made to establish human values in business, but the management of life value-based business established in Vedas, Geeta and Upanishads will be used due to which India was called 'Sone ki chiriya' where there will be 'respect for labour'. For this, BSB has presented Rishi Purush 'Satyakaam Jabali and Rekva Rath' in vocational education according to the present time. Practical learning has been introduced in textbooks with priority and in a digital form as Hybrid Model. Choosing any one Skill subject at secondary level can helps the child to pursue what truly interests or pleases him or her. This liberty promotes a sense of self-esteem in accepting one's own talents and strengths.

(vii) Optional (Language III) – Learners can opt any one language out of the 31 languages from Group-L excluding languages opted as Subject 1 and Subject 2 as per Scheme of Studies.

(viii) Life Skill Education: Life skills education takes into account the psychosocial competencies and interpersonal skills such as Thinking, Social, Emotional skills that help students to take right decisions, solve problems, think critically and creatively, communicate effectively, build healthy relationships, empathize with others, and cope with managing their lives in a healthy and productive manner. Different activities such as Classroom Discussions, Brainstorming, Roleplays, Group Work, Education Games and Simulations, Analysis of Case Studies and Story – Telling will be used to enhance Life Skills in students.

(ix) Art Education: Art Education in our curriculum will involve Students in a particular set of processes, products, influences, and meanings. 'Art' is expressed in various styles, reflect different historical circumstances, and grows on a multitude of social and cultural resources, hence the terms 'art discipline' and 'art form' in BSB curriculum refer to Dance, Music, Theatre, Visual Arts and the Literary Arts. The curriculum will significantly contribute in the following six areas of educational responsibility:
   a. Developing the full variety of human intelligence
   b. Developing the capacity of creative thought and action
   c. Awakening the feeling and sense responsibility
   d. Developing physical and perceptual skills
   e. The exploration of values
   f. Understanding the changing social culture

(x) Health and Physical Education: focuses on holistic development, both mental and physical, understanding the importance of physical fitness, health, wellbeing and the factors that contribute to them. Focus of this area is on helping children develop a positive attitude and commitment to lifelong, healthy active living. It also develops students'

confidence and generic skills, especially those of collaboration, communication, creativity, critical thinking, aesthetic appreciation and the capacity to live satisfying, productive lives with the help of health management, indigenous sports, Yoga, NCC, self-defense, fitness and life style choices.

(xi) Work Experience: Work Education is a distinct curricular area for providing children with opportunities for participation in social and economic activities inside and outside the classroom in the area of Health, Food and Nutrition, Culture and Entertainment, Community work and Social Services etc. which would enable them to understand scientific principles and procedures involved in different types of work.

(xii) Linguistic Competency of Sanskrit in relation to other languages:
Sanskrit is often revered as the "mother" of all languages. As the world's oldest known and most scientifically structured language, Sanskrit has given birth to and influenced many modern languages, both in India and abroad.
Sanskrit forms a vital component of the curriculum. Apart from developing linguistic abilities like reading, writing and conversing, it also deepens the students' understanding of Indian Knowledge System (IKS), values and heritage. Students should be able to develop their cognitive abilities and logical reasoning through simple grammar and sentence construction.
Learning Sanskrit supports Multilingualism and linguistic sensitivity, reinforcing Bharat's diverse language traditions. The curriculum should empower students to think critically, express clearly, and connect meaningfully with their civilized roots.
The entire knowledge science of the country of India exists mainly in the Sanskrit language, which is available in the form of literature for thousands of years. To know and understand it, citizens of India should be aware of the knowledge of Sanskrit language from childhood. 'Bhartiya Shiksha Board' is giving a new direction to the education system of this country, in which every student of the country will understand the glory of Indian knowledge and ensure his all-round development by expanding his capacity.

(xiii) Gifted Education Programme (GEP): Identification and nurturing of gifted students

(xiv) Remedial Education Programme (REP): Identification of students requiring hand holding and individualised support.

Integrating all areas of learning:

All these fourteen areas are to be integrated with each other in terms of knowledge, skills (life and livelihood), comprehension, values and attitudes. Children should get opportunities to think laterally, critically, identify opportunities, challenge their potential and be open to new ideas. Children should be engaged in practices that promote physical, cognitive, emotional and social development and wellbeing, connect different areas of knowledge, application and values with their own lives and the world around them. The holistic nature of human learning and knowledge should be brought forth while transacting the curriculum to make them good citizens who can contribute in making the world a happy place.

IMPLEMENTATION OF CURRICULUM

School Curriculum Committee

The Board mandates that all schools must setup a School Curriculum Committee comprising teachers from each area. The School Curriculum Committee would define activities for pedagogical practices, evolve a plan of assessment and mechanism of feedback and reflection and ensure its implementation. The committee would also ensure that the textbooks/ reference materials are age appropriate, incorporate inclusive principles, gender sensitive, have valid content and do not contain any material which may hurt the sentiments of any community.

The committee would also ensure that the reference materials reflect conformity with the underlying principles of the Constitution of India and are compliant with NEP-2020. Issues of gender, social, cultural and regional disparities must be taken care of in the curriculum transaction.

Pedagogical Leadership:

All Principals have a crucial role to play in the evolution of the teaching-learning ecosystem as the Head and pedagogical leader of their schools. In the role of school pedagogical leader, the principal is expected to undertake the following:

(i) Lead, Guide and Support the teaching and learning processes in the school by focusing on classroom specific requirements for transacting the curriculum, so that both teachers and students perform at their optimal best.

(ii) Direct the entire focus of all school activities towards the students' learning and acquiring of necessary competencies. Every activity taken up by the school, therefore, should be mapped for the educational competencies, and for life skills, values, etc., being acquired by the students.

(iii) Prepare Annual Pedagogical Plan of the school by designing and developing annual plan for the school by giving equal importance to all areas.

(iv) Promote innovative pedagogy, with special focus on integrating art, sports and ICT (Information and Communication Technology) with education, and use of active and experiential learning methods in the classrooms.

(v) Ensure joyful learning at all levels through use of such innovative pedagogy.

(vi) Develop school specific resources for teaching and learning, in the form of lesson plans, e-content, use of mathematics and science kits developed by NCERT, etc.

(vii) Ensure proper in-house training of teachers in the school to enable them to unleash their own unique capabilities and creativity in their classrooms.

(viii) To be up to date with all new ideas and tools, etc. being used in education at the global level and constantly innovate the pedagogy of the school.

(ix) To make efforts to learn from the best practices of other schools, by arranging for discussions with Principals of such schools, or through observation visits of teachers to other schools.

(x) The Board has not laid down the structure or format of the annual pedagogical plan as the Board respects educational autonomy of every school and expects each school to prepare its own unique and innovative annual plan. This plan must be an implementable one with realistic timelines that should include administrative inputs and detailed pedagogical aspects.

Pedagogical Practices by Teachers

The pedagogical practices should be learner centric. Teachers are expected to ensure such an atmosphere for students where they feel free to ask questions. They would promote active learning among students with a focus on reflections, connecting with the world around them, creating and constructing knowledge. The role of a teacher should be that of a facilitator who would encourage collaborative learning and development of multiple skills through the generous use of resources via diverse approaches for transacting the curriculum.

Teachers should follow inclusive principles and not label children as 'slow learners' or 'bright students', or 'problem children'. They should instead attend to the individual difference of students by diagnosing and modifying their pedagogic planning. As far as possible, Arts should be integrated in teaching, especially while teaching the concept which students find difficult to understand.

Competency based Learning:

To face the challenges of 21st Century, education should be competency based and Principals as Pedagogical Leaders must create conducive environment for the development of competencies among the students. Competency based Learning focuses on the student's demonstration of desired learning outcomes as central to the learning process. Learning outcomes are statements of expected outcomes that the student will be able to do to know, understand and/or be able to demonstrate after completion of a process of learning as a result of learning the activity. Therefore, the focus is on measuring learning through attainment of prescribed learning outcomes. Experiential and active learning are the preferred pedagogies for Competency Based Learning as they promote critical thinking, creativity and effective study skills among students. Learning Outcomes approach developed by NCERT for classes I-X that is enclosed with each subject should be adopted by all the schools and teaching-learning process may be changed in the light of these outcomes. The schools are expected to have well-defined Learning objectives for every grade that are observable and measurable, and empower learners to focus on mastery of valuable skills and knowledge. It is expected that teachers will provide meaningful and joyful learning experiences to the students by adopting variety of innovative pedagogies or instructional activities and go beyond textbooks. Schools are expected to track the attainment of Learning Outcomes by each learner and ensure that no child is left behind. BSB has also come out with suggestive mapping of learning outcomes with NCERT curriculum which can be adopted/ adapted by

schools. BSB has also mapped each learning outcome with assessment to enable tracking of learning progress and these resources are available at the website of BSB in the form of Teachers Energized Resource Material. Schools should also attempt this on their own.

The Board has developed Learning standard frameworks for all major subjects i.e. Hindi, English, Science, Social Science and Mathematics. The learning standard framework (LSF) offers a structured conceptual map for integrating the discrete elemens such as learning outcomes, content, pedagogies and assessments, into a coherent continuum. Its goal is to demystify the 'evidence of learning' and engender a common understanding of it in teachers and examiners by cataloguing competencies in clear, measurable, and contextualized achievement standards. Combining theory and practice, different LSFs detail how the learning and assessment need to be conducted in classrooms, these frameworks contain detailed guidelines for preparing reliable and valid items along with sample questions and marking scheme for assessment. Model question paper designs have also been laid out our helping teachers prepare the question paper.

Lesson/ Unit Plan
Specific Lesson Plans for the topics are to be prepared by the teachers. These plans may have the following parts:
(i)   Specific Learning Outcomes;
(ii)   Pedagogical Strategies;
(iii)   Group activities/experiments/hands-on-learning;
(iv)   Interdisciplinary Linkages and infusion of Life-skills, Values, Gender sensitivity etc.;
(v)   Resources (including ICT);
(vi)   Assessment items for measuring the attainment of the Learning Outcome
(vii)   Feedback and Remedial Teaching Plan.
(viii) Inclusive Practices

Classroom and School Environment
School environment should be conducive for holistic development of the students. The school should focus on health and hygiene by adopting inclusive practices. As part of the policy the school should adopt practices which will promote mental health. In this direction, the schools may follow the guidelines issued by the Board on making the school a No-Anger Zone or Anger Free Zone. The board has developed school health manuals which are available on www.BSBacademic.nic.in. The time table in the school should take care of proper rest and the children learn subjects with relaxation. School must also ensure that Children avoid the intake of junk food and should ban it around school premises. Intake of the healthy foods should be encouraged with activities described in circular issued by BSB.

The surroundings and daily life activities and situations are the best experiential teachers for the students. Teachers must make efforts to draw examples and group activities from daily life observations within the classroom/within the school and surroundings, and encourage

presentations and reflection by the students once the activity is completed, to develop the skills of critical thinking and communication.

Children learn a lot through peer learning. To promote peer learning, flexible seating arrangements may be made available during the classroom transactions. The seating should also take care of the needs of the students with disabilities as well. Learning should focus on individual differences and promote collaborative learning. The classroom activities must be connected to the immediate environment of children. The school should maintain connection with the parents and the progress of children should be communicated to the parents, and, if needed remedial measures be taken up for improving the learning outcomes.

Creating Cross-Curricular Linkages

Creating cross-curricular linkages are vital to learning as they help to connect prior knowledge with new information. For example, Mathematical data handling and interpretation can be effectively applied in geography and science. Children can write better-framed answers in history, geography and science when they have learnt how to write explanations/ short descriptions in a language. Similarly, Life Skills like empathy, problem solving and interpersonal communications can be easily integrated with the study of literature and other areas. Universal Values, Life Skills and Constitutional Values with emphasis on realization of Fundamental Duties may be incorporated depending upon context in almost all the subjects.

Special emphasis on Integrating Arts in education:

All disciplines being pursued by students at all stages require creative thinking and problem-solving abilities. Therefore, when Art is integrated with education, it helps the child apply art-based enquiry, investigation and exploration, critical thinking and creativity for a deeper understanding of the concepts/topics. Secondly, Art Integrated learning is a strong contender for experiential learning, as it enables the student to derive meaning and understanding, directly from the learning experience. Thirdly, this kind of integration not only makes the teaching and learning process joyful, it also has a positive impact on the development of certain life skills, such as, communication skills, reflection and enquiry skills, un-conditioning of the mind leading to higher confidence levels and self-esteem, appreciation for aesthetics and creativity, etc. Fourthly, this kind of integration broadens the mind of the student, and enables him/her to see the multi-disciplinary links between subjects, topics, and real life. Schools are, thus, required to take up the integration of Art with the teaching learning process. It must be understood that Art Education and Art Integrated Education may be mutually exclusive, but they build upon each other and strengthen each other. Art Education is not only relevant for developing creativity and appreciation of art among students, but is also necessary for inculcating art-based enquiry skills in the students. Art Education is a necessary precursor for the adoption of Art Integrated learning.

Art Education and Art Integration:

The following two-pronged approach is followed:

(i) Art education continues to be an integral part of the curriculum. The schools may also promote and offer Visual and Performing Arts based subjects at the Secondary and Senior Secondary level.

(ii) Art is also integrated with the teaching and learning process of all subjects from classes 1 to 12, to promote active and experiential learning for "connecting knowledge to life outside the school, ensuring that learning shifts away from rote methods and for enriching the curriculum, so that it goes beyond textbooks."

Art Integrated Pedagogy

While preparing its annual pedagogical plan under the leadership of the principal of the school, the school must plan out in detail the Art Education to be imparted at various levels, and how that Art can be integrated with classroom learning of various subjects. The focus must be on mutually reinforcing Art as a subject and Art as a tool for learning, with efforts towards seamless integration. Team teaching (combination of subject teachers and Art teachers) would also strengthen the integration.

For implementing this in classrooms, the subject teacher picks the topic/ concept/idea that she wants to teach by integrating Art. The teacher can do this jointly with the Art teacher too. Then, the subject teacher collaborates with the Art teacher to align the pedagogy. Next, the teacher teaches the topic/concept/idea ensuring active learning and ensuring that both the subject and Art are integrated well and there is learning in both areas. Finally, the teacher prepares a rubric to assess the student in both the areas – that is, the topic taught and the Art used.

21st Century Skills:

There is an increased awareness among the educators of the need to integrate what are called as 21st Century skills in educational systems. There are three key 21stcentury skills; There are three keys 21st century skills i.e. Learning Skills, Literacy Skills and Life Skills.

Learning skills include:

(i)   Critical Thinking
(ii) Creativity
(iii) Communication
(iv) Collaboration

Literacy skills include:

(i)   Information literacy
(ii) Media literacy
(iii) Technology literacy

Life skills include:
(i) Flexibility
(ii) Leadership
(iii) Initiative
(iv) Productivity
(v) Self-awareness

The need of the hour is that schools must focus on enhancing the skills required for a successful adult life in 21st Century. It is important that the students are able to think scientifically, mathematically or artistically to face the real-life challenges in an information and technology driven world and enhance their inherent potential.

Inclusive Education:

Inclusive approach in education is a prerequisite for ensuring full participation of all students with equal opportunity in all areas without any discrimination. Inclusive attitude in all staff and faculty members is crucial for successful inclusive education. Therefore, all the members of teaching and non-teaching staff should be sensitized on the issues of inclusive education. Students without disabilities should also be sensitized.

Schools must organize these sensitization programmes with the support of experts from respective field of disabilities.

SCHEME OF STUDIES

Class IX and X is a composite Course. Students therefore should offer only those subjects in Class IX which they intend to continue in Class X. Subjects can be offered as under:

		Subjects				
Compulsory	**Subject 1**	**Language I:**	Hindi - Course A/Course B **OR** English Language and Literature			
	Subject 2	**Language II:**	Any one Language from Group-L other than the Language opted as Subject 1 (Language 1)			
	Subject 3	Mathematics				
	Subject 4	Science				
	Subject 5	Social Science				
Optional	**Subject 6 (Any one of the 16 Skill Courses)**	**1**	Artificial Intelligence	**9**	Agri – business	
		2	Coding	**10**	Banking & Insurance	
		3	Machine learning	**11**	Retail Management	
		4	Mobile Application development	**12**	Tourism and Hospitality Management	
		5	Web Design	**13**	Journalism	
		6	Entrepreneurship Development	**14**	Electrical and Electronic	
		7	Cyber Hygiene	**15**	Waste Management	
		8	Agriculture technology	**16**	Information Technology	
	Subject 7	**Language III (Group-L)**				
		Any one out of the languages given below (excluding language 1 and language 2) :				
		1	Assamese	12	Manipuri	23	Gujarati
		2	Bengali	13	Marathi	24	German
		3	Bodo	14	Nepali	25	Russian
		4	Dogri	15	Odia	26	Japanese
		5	English Language & Literature	16	Punjabi	27	Spanish
		6	Hindi Course A	17	Sanskrit Course A	28	Arabic
		7	Kannada	18	Santhali	29	French
		8	Kashmiri	19	Sindhi	30	Hindi Course B
		9	Konkani	20	Tamil	31	Sanskrit Course B
		10	Maithili	21	Telugu		
		11	Malayalam	22	Urdu		
		OR any one of the following Subjects:				
		1	Hindustani Music (Vocal)	3	Painting	
		2	Hindustani Music (Melodic Instruments)	4	Home Science	
Subjects of Internal Assessment (Assessment at school level)	**Subject 8**	Art Education				
	Subject 9	Health & Physical Education				
	Subject 10	Work Experience				
	Subject 11	Linguistic Competency of Sanskrit in relation to other languages				

i. It is expected that all the students would have studied three languages up to class VIII. Those students who could not clear the third language in class VIII and have been promoted to class IX, shall be examined by the concerned schools at the end of Class IX in the same syllabus and textbooks as prescribed for class VIII. Those who are still unable to clear the third language at the end of class IX may be given another opportunity in class X. No student shall be eligible to appear in the Secondary School Examination of the Board at the end of class X unless she/he has passed in the third language. However, CWSN are exempted from the study of third language.

ii. **Either Hindi or English must be one of the two languages to be studied in class IX and X.**

iii. **Students may offer Language III as seventh Subject (Optional Subject)**

iv. Board is extending several exemptions/concessions to candidates with disabilities as defined in the "THE PERSONS WITH DISABILITIES (EQUAL OPPORTUNITIES, PROTECTION OF RIGHT AND FULL PARTICIPATION) ACT, 1995 and "THE RIGHTS OF PERSONS WITH DISABILITIES ACT 2016". Exemptions/Concessions extended to Persons with Benchmark Disabilities for Class X Examinations conducted by the Board and the Standard Operating Procedure for availing these concessions are available in the BSB Examination Bye-Laws.

v. For Regional Languages, the Board prescribes the textbooks being followed in classes IX and X in the respective State Boards where the language is taught. Schools are also advised to bring to the notice of BSB the changes, if any, brought out at the commencement of the session by the respective State Boards, in the textbooks of the language of their State. Schools are directed to strictly follow the textbooks prescribed by BSB in its curriculum. Changes, if any, can be adopted only after BSB notifies it.

List of Subjects Offered at Secondary Level with their respective Codes:
Languages (Group-L)

S.no	Code	Name	Time (hrs.)	Theory marks	Internal marks	Total marks
1	001	Hindi Course - A	3	80	20	100
2	002	Sanskrit Course - A	3	80	20	100
3	003	English Language and Literature	3	80	20	100
4	004	Assamese	3	80	20	100
5	005	Bengali	3	80	20	100
6	006	Bodo	3	80	20	100
7	007	Dogri	3	80	20	100
8	008	Gujarati	3	80	20	100
9	009	Kannada	3	80	20	100
10	010	Kashmiri	3	80	20	100
11	011	Konkani	3	80	20	100
12	012	Maithili	3	80	20	100
13	013	Malayalam	3	80	20	100
14	014	Manipuri	3	80	20	100
15	015	Marathi	3	80	20	100
16	016	Nepali	3	80	20	100
17	017	Odia	3	80	20	100
18	018	Punjabi	3	80	20	100
19	019	Santhali	3	80	20	100
20	020	Sindhi	3	80	20	100
21	021	Tamil	3	80	20	100
22	022	Telugu	3	80	20	100
23	023	Urdu	3	80	20	100
24	024	French	3	80	20	100
25	025	German	3	80	20	100
26	026	Russian	3	80	20	100
27	027	Japanese	3	80	20	100
28	028	Spanish	3	80	20	100
29	029	Arabic	3	80	20	100
30	034	Hindi Course-B	3	80	20	100
31	035	Sanskrit Course-B	3	80	20	100

Other Subjects

S.no.	Code	Name	Time (hrs.)	Theory marks	Internal marks	Practical	Total marks
1	030	Hindustani Music (Vocal)	02	30	20	50	100
2	031	Hindustani Music (Melodic Instruments)	02	30	20	50	100
3	032	Painting	02	30	20	50	100
4	033	Home Science	03	70	-	30	100

Compulsory Subjects

S.no.	Code	Name	Time (hrs.)	Theory marks	Internal marks	Total marks
1	036	Mathematics	03	80	20	100
2	037	Science	03	80	20	100
3	038	Social science	03	80	20	100

Compulsory Skill Courses

S.no.	Code	Name	Time (hours) Theory	Time (hours) Practical	Marks distribution Theory	Marks distribution Practical
1	039	Artificial Intelligence	02	02	50	30+20=50*
2	040	Coding	01	02	40	60
3	041	Machine Learning	01	02	40	60
4	042	Mobile Application Development	01	02	40	60
5	043	Web Design	01	02	40	60
6	044	Cyber Hygiene	01	02	40	60
7	045	Entrepreneurship	01	02	40	60
8	046	Agriculture Technology	01	02	40	60
9	047	Agri - Business	01	02	40	60
10	048	Banking and Insurance	01	02	40	60
11	049	Retail Management	01	02	40	60
12	050	Tourism and Hospitality Management	01	02	40	60
13	051	Journalism	01	02	40	60
14	052	Electrical and Electronics	01	02	40	60
15	053	Waste Management	01	02	40	60
16	054	Information Technology	02	02	50	30+20=50*

30 Marks for Practical and 20 Marks for Internal Assessment.

Instructional Time

Instructional time shall be as per the subjects selected. Schools must ensure that minimum number of hours are spent for each subject as specified in the curriculum. The time duration for the subjects has been clearly indicated in the syllabus of each subject. However, it is

expected that schools will create innovative Timetables (such as, teaching-learning only 2 or 3 subjects per day etc.) to ensure that the burden of the bag and homework are substantially reduced and the classroom transaction are based on experiential processes. Schools may also think of introducing bag-less day and same may be incorporated in the time tables. The time table must also include the mandatory periods for compulsory areas including Health, Physical and Arts Education.

Medium of Instruction:

The medium of Instruction in general in all the schools affiliated with the Board shall either be Hindi or English.

Scheme of Assessment

According to Bhartiya Shiksha Board, the purpose of assessment is:

- to provide learning opportunities to learner in different contexts
- to empower the learner to take the responsibility of his learning
- to prepare the learner to appreciate and learn from failures
- to take up the challenging tasks and the confidence to handle them
- to demonstrate the competencies required to solve the real-life problems
- to apply the knowledge gained through analysis of situations to any untoward circumstances
- to equip learner with Indian way of holistic understanding of life

Assessment by BSB will be to promote learning based on understanding instead of just promoting to next class. It will not encourage rote memory and attempts will be made to prevent the learners from the nexus of Tuitions centres/private coaching centres.

Assessment will be fourfold in its nature i. e. to assess the learner in all the four developmental domains of personality

(i)   Intellectual
(ii) Aesthetic
(iii) Social
(iv) Spiritual

The Assessment Scheme will have 80% weightage for Board examinations in class X and for Annual examinations in class IX in all compulsory/ optional subjects (excluding skill subjects and subjects having practical) and 20% weightage would be given to internal assessment in compulsory/ optional subjects (excluding skill subjects).

The Assessment of Skill Subjects will have 40% weightage for Board Examinations and 60% weightage for Internal Assessment/ Practical Examinations except Information Technology.

Art Education, Health & Physical education, Work Experience and Linguistic Competency of Sanskrit in relation to other languages would be assessed internally at the school level on a 5-point grading scale (A, B, C, D, E).

Students have to pass at least in five Compulsory Subjects mentioned in the Scheme of Studies:

If a student fails in any language taken as subject I and subject II, the same will be replaced by the language taken as seventh optional subject provided that he or she has passed this language and after replacement either Hindi or English remains as a passed language in the first five subjects.

If a student fails in any one of the three subjects (Math, Science, and Social Science) it will be replaced by the skill subject (offered as 6th additional Subject) and the result of class X Board Examination will be computed accordingly.

Students have to secure 33% marks in total in each of the Subject. The assessment of students would be competency based. The question papers of the board examinations will have more questions requiring students to apply, analyse, evaluate and synthesize the acquired knowledge. The question papers of the board will discourage rote learning and primarily testing higher order abilities of the students. The board has a segregated syllabi for class IX and X.

A candidate failing in one of the five subjects in Board examination shall be placed in compartment category in that subject.

The Board examinations of Class X will cover the prescribed syllabus of class X. In the subjects covered under the scholastic area, the result of the students would be shown in the marksheet, both in terms of marks and grading. Grades would be derived from marks.

All the students appearing in Class X examinations will be graded on an eight-point scale as given below:

MARKS RANGE	GRADE
91-100	A1
81-90	A2
71-80	B1
61-70	B2
51-60	C1
41-50	C2
33-40	D
32 and below	Essential Repeat

Assessment Scheme and grading in Class IX will be similar to Class X Board Examination.

Internal Assessment (20 Marks):

One-time year-end examination will be complimented and supplemented with Internal Assessment (IA) that assesses students in diverse manners, at different times and also examines a broad range of curriculum objectives. Internal Assessment (IA), in effect plays the dual role of providing a complete picture of students' abilities or progress towards fulfilling the aims of

education and informing teachers of students' progress and thereby supporting classroom learning. It also informs the individual learner about his/ her progress over a period of time enabling them to develop strategies to improve learning. Internal assessment of each student will consist of the following:

S.no.	Name of Assessment	Marks
1	Periodic Assessment	05
2	Portfolio	05
3	Assignment/ Notebook	05
4	Subject related Activities/ Practical/ Mapwork/ Project/ and in languages Listening and Speaking	05

How to prepare a portfolio?

It is suggested that the portfolios would include classwork and homework assignments that would help evaluate learner's progress. Besides this, portfolio should be a space for student to display his/her exemplary work in the related area. The attention should be to promote techniques such as annotation, identification of key words / topics/ themes, summarization and organization of ideas and content, photos, presentations, assignments, art integrated learning, etc.

The sample of creative work and evidences that demonstrate process skills or development of critical thinking or problem-solving merit inclusion as well. A periodic review of the evidences includes in the portfolio would facilitate self-assessment by learners who would be more aware of their own learning and be able to identify their strengths and weaknesses.

The portfolio also provides an opportunity to learners to share and comment on each other's work. Such peer assessment facilitates understanding of criteria of good work to students. It is advised that such criteria be developed and made clear to students. Initially this self and peer assessment would be a guided endeavor.

Assessing Portfolios

Students' portfolio can be effectively evaluated using a simple scoring rubric. The criteria – to be used in determining the quality of a particular student's portfolio needs to be carefully developed and shared with students. They key elements of the particular criteria need to be specified as well.

Suggested are some elements to judge student's portfolio:

(i)   Organization – Neatness, Creativity and Visual Appeal
(ii)   Completion of guided work focused on specific curricular objectives
(iii) Evidences of student's growth
(iv)   Inclusion of all relevant work (Completeness)

Teachers can include other subject relevant criteria and elements to assess portfolios.

A Word of Caution: Portfolios need to be developed in an easy to manage form. They need to be meaningful but simple and accessible. Developing them should not be a burden on students- both in terms of cost and time.

Languages provide ample space and the autonomy to subject teachers to develop relevant listening and speaking skills. Teachers need to use this opportunity to full advantage and use excerpts from relevant suitable literature to develop vocabulary and heighten students' awareness and sensitivity.

The specified activities in practical work in **Science** and **Mathematics** need to be conducted in the investigatory spirit in congruence to the aims and objectives of the subject. The focus must shift from confirmatory nature of lab experiments to explorations that focus on development of science processes. Students need to be encouraged to raise questions, generate hypotheses, experiment, innovate and find solutions to questions/ problems encountered.

The discipline of Social Science puts the responsibility on concerned teachers to facilitate students to design and execute relevant projects. It is suggested that social science being the subject relevant to social context, projects be related to Art and culture and include development of Life Skills too. Art is not only about self - expression but is more about perceptions and a special way of understanding and responding to work. Exploring into ideas and meanings through the works of artists/experts/writers/poets, the students would develop imagination and critical awareness.

Assessments of Subjects of Internal Assessments:

Assessment of Art Education, Work Experience, Health and Physical Education and Linguistic Competency of Sanskrit in relation to other languages may be continuously done by collecting information, reflecting on and using that information to review children's progress and to plan future learning experiences. The documented data, after interpretation, should be reflected in the Report Card of the children in the form of grades.

In the existing scheme of assessment, these activities will be graded on a 5- point grading scale (A to E) for classes IX-X and will have no descriptive indicators. No up scaling of grades will be done.

The concerned teacher would make an objective assessment of the level of performance/ participation demonstrated by a student throughout a year and finally assign grades.

Parameter of Assessment

While the students are engaged in the core areas like Health and Physical Education, Work Experience, Art Education and Linguistic Competency of Sanskrit in relation to other languages the process is as important as the product. Hence, the assessment in these areas should take account of both aspects. The basis of assessment has been suggested below:

Area	Product	Process
Health and Physical Education	Overall fitness	Participation, team- spirit, commitment and honest effort.
Art Education	Expression, creativity and Aesthetic appeal	Participation, Creative process, material use, appreciation, reflection, effort, craftsmanship and completion
Work Experience	Self-confidence, Self-Reliance, Social and Community Service etc	Participation, team- spirit, commitment and honest effort.
Linguistic Competency of Sanskrit in relation to other languages	Ability to communicate	Reading with proper punctuation, making sentences and ability to converse and write correctly

Details of Five-point Grading (Class IX and X)

Grade	Connotation
A	Outstanding
B	Excellent
C	Very Good
D	Good
E	Satisfactory

Suggestions for Teachers

Teachers should encourage participation of each child in some activity or the others. They must ensure that no child is left out from participation in activities organized by the Board or at the class/school or at interschool level.

By carefully examining the behavior / skills / competencies of children in the class on all possible occasions, teachers will maintain records of the performance of learners. Schools should encourage teachers to work collaboratively with other teachers for facilitating and assessing learner's performance and then finally assigning grades.

Values Education

Constitutional and universal values should also be encouraged amongst students. Hygiene, sanitation, dedication, honesty, truthfulness, kindness, empathy respect for the environment, elders and all living things etc. are the values that our students must actively practice. Parents may also support schools in cultivating disciplined behavior in their wards. Class teacher will grade the students on a Five- point scale (A to E) keeping in view the overall attendance, sincerity, values and behavior of the students. Values Education Resource Book and Kit developed by BSB may be used for inculcating values in students.

Rules regarding Admission and Examination

Regarding eligibility for Admission, Eligibility for Examination, Scheme of Examination and related information, please see the Examination Bye-Laws of BSB.

भाषाः अर्थ एवं स्वरूप

सामान्य दृष्टि

सामान्यतः भाषा को भावों और विचारों की अभिव्यक्ति एवं आदान - प्रदान का माध्यम माना जाता है किन्तु भाषा का महत्व इससे अधिक है। मुख्यतः भाषा भावों की उदभाविक शक्ति है, विचारों की जननी है, अनुभूतियों का मूल उत्स है। भाषा तर्क और कल्पना को जन्म देती है। भाषा के अभाव में मूर्त पदार्थों एवं कार्यों की संकेतों के माध्यम से अभिव्यक्ति की जा सकती है, जैसे मूक एवं बधिर व्यक्ति करते हैं परन्तु भावों और विचारों की अभिव्यक्ति संभव नहीं हैं। भावों तथा विचारों का संवर्धन भाषा के माध्यम से होता है।

भाषा की संरचना की चेतना भारत में प्राचीन काल से रही है। पाणिनि कृत अष्टाध्यायी व्याकरण की आज भी सर्वश्रेष्ठ कृति है। 'भाषा' शब्द संस्कृत की भाष धातु से बना है जिसका अर्थ है – 'बोलना' या 'कहना'। अर्थात भाषा वह है जिसे बोला जाए। भाषा अनादिकाल से चली आ रही है। भाषा के इतिहास के अध्ययन से यह पता चलता है कि ध्वनियों एवं ध्वनि-संयोगों में धीरे-धीरे जैसे-जैसे भाषा आगे बढती है, सरलता आती जाती है।

भाषा वैज्ञानिक डॉ॰ भोलानाथ तिवारी के अनुसार – "भाषा के दो आधार हैं। एक मानसिक और दूसरा भौतिक। मानसिक आधार भाषा की आत्मा है तो भौतिक आधार उसका शरीर। मानसिक आधार या आत्मा से आशय है वे विचार या भाव जिनकी अभिव्यक्ति के लिए वक्ता भाषा का प्रयोग करता है और भाषा के भौतिक आधार के सहारे श्रोता जिनको ग्रहण करता है। भौतिक आधार या शरीर से आशय है – भाषा में प्रयुक्त ध्वनियाँ (वर्ण, सुर और स्वराघात आदि) जो भावों और विचारों की वाहिका है, जिनका आधार लेकर वक्ता अपने विचारों या भावों को व्यक्त करता है और जिनका आधार लेकर श्रोता विचारों या भावों को ग्रहण करता है।"

इस प्रकार भाषा हमारी विचारशीलता और बुद्धि की कुशाग्रता का मूल आधार तो है ही, साथ ही सम्पूर्ण रचनातंत्र का सार भी है। हमारे ज्ञान, विचार और चिंतन, दर्शन आदि के उत्कर्ष के मूल में भाषा ही है।

भाषा, बोली और लिपि

हमारे देश में अनेकों भाषाएँ बोली और समझी जाती हैं। कुछ भाषाएँ वृहद् क्षेत्र में बोली जाती हैं तथा कुछ सीमित क्षेत्रो में बोली जाती हैं। भारतीय संविधान के अनुसार 14 सितम्बर 1949 को हिंदी को भारत संघ की राजभाषा के रूप में मान्यता प्रदान की गई।

किसी छोटे क्षेत्र में प्रयुक्त की जाने वाली वह भाषा प्रायः बोली कहलाती है जिसका प्रयोग बोलचाल के लिए किया जाता है। भाषा व्याकरण सम्मत होती है तथा बोलियों के नियम व्याकरण शास्त्र में नहीं होते है।

भाषा वैज्ञानिक दृष्टि से भाषा और बोली में कोई अंतर नहीं है। उदाहरण के लिए इन वाक्यों को देखिए –

हिंदी भाषा	- राम का भाई आया है।
	- राम की बहन आई है।
बारेलीभाषा	- राम न भाइस आइंर् रिया।
	- राम न बोहनिष आई रोई।
निमाड़ी भाषा	- राम गा उई टे हेंन वे।
	- राम गा बई टे हेंन वे।

केवल हिंदी भाषा की संरचना में कर्म के लिंग के अनुसार अलग-अलग विभक्ति-चिह्नों का प्रयोग हुआ है (राम का भाई, राम की बहन) जबकि बारेली और निमाड़ी भाषा में एक ही तरह की विभक्ति-चिह्नों का प्रयोग हुआ है (/राम न भाइस, राम न बोहनिष/राम गा उई टे, राम गा बई टे)। इतना ही नहीं, अलग-अलग अवधारणाओं के लिए अलग-अलग शब्दों

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अथवा ध्वनि-समूहों का प्रयोग हुआ है। इस तरह स्पष्ट है कि भाषा की यह व्यवस्था भाषा के प्रत्येक स्तर पर दृष्टिगत होती है, चाहे वह अपेक्षाकृत एक छोटे भाषा समुदाय में बोली जाती हो। इस दृष्टि से भाषा और बोली के बीच कोई भेद नहीं है। कोई भी भाषा जो बोली जाती है उसमें भी एक सुनियोजित व्यवस्था होती है।

भाषा और बोली के संदर्भ में एक और आधार पर अंतर किया जाता है और वह यह कि भाषा की लिपि होती है, वह लिखी जा सकती है जबकि बोली की कोई लिपि नहीं होती। वस्तुतः भाषा का मौखिक रूप प्राथमिक है और लिखित रूप गौण। किसी भी भाषा को थोड़े से फेरबदल के साथ किसी भी लिपि में लिखा जा सकता है। उदाहरण के लिए बांग्लाभाषा को बांग्ला लिपि में लिखा जाता है। लेकिन बांग्ला में कही गई बात को देवनागरी लिपि में भी लिखा जा सकता है। वह बोलने-सुनने में बांग्ला भाषा ही लगेगी, केवल लिपि में अंतर आएगा जैसे –

राम बाड़ी जाबे ना।

अन्य उदाहरण –

अंग्रेज़ी भाषा (रोमन लिपि) – Pen
हिंदी भाषा (देवनागरी लिपि) – पेन

हिंदी भाषा में हम 'pen' को 'पेन' की तरह लिखते हैं जो मान्य है जबकि इस 'पेन' शब्द की ध्वनि ठीक वैसी नहीं है जैसे अंग्रेज़ी में है। इतना ही नहीं, हम किसी अन्य भाषा के शब्दों के साथ अपनी भाषा के व्याकरण का प्रयोग करते हैं जैसे –

English- Colleges/schools
हिंदी - कॉलेजों/स्कूलों

हिंदी भाषा में बहुवचन रूप बनाने के नियमों को अंग्रेज़ी भाषा के शब्दों पर लागू किया जाता है जो मान्य हैं। इस तरह से यह कहा जा सकता है कि भाषा और बोली में कोई अंतर नहीं है और भाषाएँ अपनी लिपि का विकास कर सकती हैं या फिर पहले से प्रचलित लिपि का प्रयोग कर सकती हैं। एक ही भाषा अलग-अलग लिपियों में लिखी जा सकती है। भाषा के सन्दर्भ में यह समझ बच्चो में भाषा शिक्षण को सहेज बनाएगी क्यूंकि अक्सर बच्चे की मातृभाषा को बोली कहकर नकार दिया जाता है।

भारतीय भाषा शास्त्रीय चिंतन और भाषा स्वरूप एवं शिक्षण

भारतीय दृष्टिकोण के अनुसार भाषा का संबंध चेतना के साथ है, यह सीखने के लिए एक उपकरण (tool) से बढ़कर है। समस्त सांसरिक रूपों तथा मानव अनुभवों को भाषा के द्वारा ही व्यक्त किया जाता है। भारतीय दर्शन के अनुसार भाषा के जागतिक तथा तत्त्व मीमांसक दोनों ही पक्ष हैं। शब्द ब्रह्म है और शब्द संपदा से भाषा बनती है। भाषा का अर्थ है व्यक्त वाणी अर्थात बोलना या कहना इसका जागतिक पक्ष है, वहीं वाक् या तो सृष्टि की प्रक्रिया या सृष्टि की समानान्तर सृष्टि के दार्शनिक पक्ष को भी बताती है। वाक् की यही परिकल्पना भारतीय भाषा दर्शन का आधार है। व्यक्ति की भाषा उसकी सम्पूर्ण चेतना या उसके सम्पूर्ण स्व की अभिव्यक्ति है। इसे ही शास्त्रीय शब्दावली में शब्द कहा गया है। भारतीय भाषा दर्शन में भर्तृहरि रचित वाक्यपदीय 'ब्रह्मकांड' का महत्त्वपूर्ण स्थान है। भाषा को लेकर वाक्यपदीयम में उन्होंने शब्द को ही ब्रह्म माना। भर्तृहरि के अनुसार सूक्ष्म वाक् या आंतर – शब्द वैखरी वाक् या सामान्य भाषा के रूप में परिवर्तित होता है ; सूक्ष्म वाक् अर्थात शब्द आत्म रूप ही है तथा वही अपने स्वरूप की अभिव्यक्ति के लिए शब्द रूप मे विवर्तित होता है। भर्तृहरि व अन्य भाषा चिंतकों के काम में स्फोटवाद की अवधारणा एक महत्त्वपूर्ण बिन्दु है। स्फोटवाद के अनुसार प्रयत्न ने शब्द को केवल प्रकाशित एवं प्रकट किया है ; उत्पन्न नही। यही धारा नित्यवाद कह लाती है जिसके अनुसार शब्द न उत्पन्न होता है और न नष्ट अपितु सदा उपस्थित है, जब वह प्रकट रूप मे न हो, तब भी। अर्थात् जो बोल नही सकते उनमें भी भाषायी चेतना विद्यमान है। भाषा को लेकर यह एक सूक्ष्म और अत्यंत व्यापक दृष्टिकोण है। भारतीय भाषा चिंतन में ही अनित्यवाद की धारा भी है जिसके अनुसार उच्चारण प्रयत्न के द्वारा ही शब्द की उत्पत्ति होती है, वह सदैव विद्यमान नहीं है। वर्णवाद के प्रणेता कुमारिल्ल भट्ट और प्रभाकर के अनुसार – अक्षर ध्वनियों से शब्द का निर्माण होता है और यही अक्षर शक्ति शब्द – अर्थ संज्ञान का मूल आधार है। दरअसल शब्द से ही सर्व जगत है और अक्षर अर्थात वर्ण से शब्द का जन्म होता है दोनों धाराएँ भारतीय दृष्टि से भाषा विचार करने के लिए दो विकल्प उपलब्ध कराती हैं। जब शब्द केंद्रीय है तो अर्थ भी अलग नही है अपितु शब्द का "स्फोट" (सदा उपस्थित नाद – ये ध्वनि नहीं है / प्रतीक भी नहीं है) ही अर्थ है। ध्वनि प्रकट रूप है, अक्षर प्रतीक है वहीं स्फोट (निरवयव, निष्क्रम, अनश्वर सदैव रहने वाला किन्तु अप्रकट) एक आंतरिक नाद है। भाषिक अभिव्यक्ति और बोध की सामर्थ किसी वाक्य में है पद या वर्ण में नहीं; और वही शब्द है। अर्थात पूर्णता का अंत निहित भाव ही अर्थ है / भाषिक अभिव्यक्ति है। यहीं पर हम वर्णों में तोड़ तोड़ कर

पढ़ाने से अलग तरीके से भाषा सीखने का संकेत भी मान सकते हैं जबकि अधिकतर हम वर्ण/अक्षर प्रतीक को रटने से भाषा सिखाने की पद्धति का बहुतायात में उपयोग होता हुआ देख सकते हैं। "टॉप टू बॉटम अप्रोच", जिसे हम नवोन्मेषी उपागम के अंतर्गत रखते हैं, का संकेत हम प्राचीन भाषा चिंतन में देख सकते हैं।

जहाँ वर्ण से अर्थ बोध हो वहाँ "वर्ण", जहाँ वाक्य से अर्थ बोध से हो वहाँ वाक्य या आधुनिक भाषा विज्ञान जिसे 'टेक्स्ट' और 'डिस्कोर्स' कहता है वह भी- ये सभी अवधारणाएँ भारतीय "शब्द" की अवधारणा में समा जाएँगी। तो एक तरह से भारतीय भाषायी समझ से परिचित होने के लिए शब्द की अवधारणा केंद्रीय बिन्दु माना जा सकता है साथ ही यह भी समझना होगा कि भारतीय भाषा चिंतन मे शब्दावली के स्तर पर गहनता, सूक्ष्मता, मानसिक प्रत्यय का निर्वचन (इंटेर्प्रेट) करना एक जटिल व बहुआयामी कार्य है।

शब्द और अर्थ के संबंध को लेकर भारतीय भाषा चिंतन प्रतीति को अर्थ मानता है। भर्तृहरि के अनुसार शब्द अर्थ एक ही आत्मा के दो रूप हैं, शब्द के प्रतीक रूप से विभिन्न वस्तुओं या पदार्थों की प्रतीति होती है। अर्थ शब्द से अलग कुछ नहीं है। एक अन्य मत उत्पत्तिवाद के अनुसार – मानव मन में कई अर्थ होते हैं जिससे शब्द की उत्पत्ति होती है अर्थात् पहले से ही अर्थ निहित है, वे बाहर से नहीं बनते। अर्थ को लेकर क्रमशः 'रेफ़ेरेन्शियल' (जिसको इंगित किया जाए ,जो इंगित करे का संबंध), 'विचारवादी' (जिस विचार की बात हो उसी को), 'व्यवहारवादी' (जिस स्थिति में बोला जाए और उससे जो प्रतिक्रिया जन्मे) सिद्धांतों से अलग भारतीय भाषा चिंतन अर्थ को शब्द मे निहित रूप मे देखता है। "प्रतीति" ही अर्थ है बाहरी जगत शब्द का विवर्तन मात्र है अत शब्द का अंतिनिहित अर्थ 'प्रतीति द्वारा (आंतरिक चेतना में होने वाली प्रगति से) ही जाना जा सकता है। चेतना जिस स्तर पर होगी वैसा ही अर्थ हमें मिलेगा इसलिए बहुत सारे अर्थ निकलते रहते हैं। वास्तव में सारा प्रयास गहरे व वास्तविक अर्थ तक जाने के लिए करना है। सामाजिक रूप से एक अर्थ न ले पाने, अर्थों की विविधता हो जाने की घटना को एक समस्या एक रूप में देखा जाता है। इस स्तर पर देखें तो किसी एक बात के विभिन्न अर्थ चेतना के भिन्न स्तरों के कारण है। इसके लिए सीखने वाले को सही या गलत ठहराना भाषा शिक्षक का कार्य नहीं है अपितु अंतिनिहित, गूढ़तम अर्थों तक पहुँचने के लिए सीखने वालों को अवसर देना होगा और सबसे पहले शिक्षक को प्रचलित बौद्धिक व मानसिक स्तरों से आगे बढ़ते हुए अनंत अर्थों तक पहुचने की यात्रा स्वयं करनी होगी। भौतिक व ठोस प्रत्ययों के साथ ही भाषा और भाषिक अभिव्यक्ति को अमूर्त, अनंत व लोचशील विशेषणों के साथ समझना होगा। भाषा की समझ अभिधात्मक (स्पष्ट अर्थ) से लेकर संकेतित अर्थ और अप्रत्यक्ष अर्थ की प्रतीति तक जाकर ही पूरी होती है। जैमिनी रचित पूर्व – मीमांसा अर्थ की दृष्टि से एक अन्य महत्वपूर्ण ग्रंथ है। यह रचना अर्थ की दृष्टि से मुख्यत: भाषा के संरचनात्मक पक्ष को महत्त्व देती है। इसमें भाषा में अर्थ निर्माण को स्वयं उद्घाटित न मानकर उसके लिए निश्चित नियम होने को महत्त्वपूर्ण माना गया है। शिक्षण में वर्ण ज्ञान, वर्णों द्वारा पदो का निर्माण तथा पदों के द्वारा वाक्य के निर्माण की प्रक्रिया का बोध कराना आवश्यक समझा गया है। यदि भाषा का व्याकरण स्पष्ट है तो किसी भी शब्द का चाहे किसी भी स्थिति में प्रयोग हो, अर्थ निर्धारण हो सकता है। इस दृष्टि से व्याकरण की आंतरिक संरचना अति महत्त्वपूर्ण है। इसी को सटीक प्रकार से जानना और समझना भाषिक अभिव्यक्ति तथा अर्थ निर्माण के लिए आवश्यक है। भारतीय काव्यशास्त्र की दृष्टि से देखें तो अर्थ के स्थूल एवं सूक्ष्म दो धरातल हैं। ज्ञान जहाँ मानसिक धरातल पर स्थूल अर्थ तक पहुँचाता है वहीं शुद्ध मानिसक धरातल पर रमणीय काव्यार्थ सूक्ष्म अर्थ का भान होता है।

दरअसल भारतीय चिंतन मे कई धाराएँ और मत हैं। इसकी समृद्ध सैद्धान्तिक भूमि भाषा के दर्शन से लेकर व्यावहारिक भाषिक उपयोग तक फैली हुई है। कहीं भाषा को ब्रह्म माना गया है तो अक्षर प्रतीक व व्याकरण का महत्त्व माना गया है। तत्त्वमीमांसीय विवेचन शब्द ब्रह्म और इसके विवर्त की प्रक्रिया पर चर्चा करता है। वास्तविकता भाषा में और भाषा के द्वारा है। 'चेतना पहले और वाक् बाद में' की स्थिति को इसमें नकारा गया है। वाक् और शब्द की केंद्रीय अवधारणाओं को समझने के क्रम में नित्यवाद, अनित्यवाद, स्फोटवाद, वर्णवाद सामने आते हैं। भाषा की संरचना और अर्थ निर्माण के मूलभूत प्रश्नो के साथ ही भाषा और काव्य का संबंध भी महत्त्व का विषय है। "भाषा स्वयं इतनी सबल है कि भाषिक संरचना का अपना क्रम ही आगे चलकर कविता हो जाता है "भाषा का व्यापक रूप ही काव्य है और सम्पूर्ण जगत को ही काव्य माना गया है कुछ भी एक दूसरे से अलग नही है काव्य को ही साहित्य कहा गया है। काव्य / साहित्य में रचनाकार की "प्रतिभा" (पश्यंती) को एक अवधारणा के रूप में विस्तृत उल्लेख दिया गया है वहीं रसानुभूति में श्रोता का आंतरिक सामर्थ विशेष स्थान रखता है। पश्यंती की अवस्था मे शब्द अर्थ इतना घुले मिले होते है कि पृथक् नही हो सकते और यही से सृजन फूटता है। हालांकि भारतीय भाषा चिंतन विविध मतो, सिद्धांतो से भरा पड़ा है साथ ही काव्यशास्त्रीय दृष्टि मे भी भाषा मे अर्थ ग्रहण की प्रक्रिया को लेकर बहुत से संकेत छिपे हुये है किन्तु इनपर भाषा शिक्षण की दृष्टि से अत्यंत कम काम हुआ है ऐसे मे बहुत ठोस निष्कर्षों की प्राप्ति नही हुई है। पाठयचर्या की दृष्टि से हमे यह भी देखना होगा कि सीखने वालों को केंद्र मे रखते हुए तथा आधुनिक सिद्धांतो के साथ सामंजस्य बनाते हुए

हमे भाषा शिक्षण कोई भी आधारभूत दस्तावेज़ बनाना चाहिए। अत: ऊपर की गई चर्चा के आधार पर हम समग्र रूप से कुछ संकेतों को अवश्य आगे की कार्यनीति बनाने मे उपयोग कर सकते है।

पूर्वोक्त चिंतन में से कुछ महत्त्वपूर्ण बातें उभरकर आती हैं –

- भाषा बाहरी भौतिक घटक या उपकरण न होकर चेतना से संबंधित है।
- भाषा रचनावादी तंत्र है, निरवयव व अविभाज्य व विस्तृत फ़लक वाली अवधारणा है।
- वाक् ही भाषा है और भाषा से ही सम्पूर्ण संसार है।
- शब्द भाषा की मूलभूत इकाई है और यही ब्रह्म अर्थात अनभ्वर और सबका मूल है।
- सभी अर्थ शब्द में ही अंतर्निहित है कुछ भी बाहर नहीं है अलग नहीं है।
- सब कुछ (सभी अर्थ, ज्ञान) व्यक्ति के अंतस में पहले से मौजूद है।
- सीखने वाला स्वयं में सक्षम व समर्थ है।
- ध्वनि केवल बाहरी आवरण है, अर्थ का स्फोट सदा मानव के भीतर विद्यमान है।
- अर्थ केवल वर्ण या अक्षर /प्रतीकों व ध्वनियों मे निहित नहीं है अपितु इनसे परे है।
- भाषा मूल स्वरूप मे अविभाज्य है अतः अंशों, प्रतीकों को रटना समग्र अर्थ तक नहीं पहुँचा सकता है।
- वाचन ,श्रवण, शुद्ध उच्चारण, अभ्यास,अनुभूति व गहन व्याकरण संरचनात्मक ज्ञान आवश्यक है।
- आंतरिक रूप से सीखने की प्रक्रिया घटित होती है संवाद व मनन व अभिव्यक्ति इसके महत्वपूर्ण घटक माने जा सकते हैं।
- सीखने वाले को उनकी चेतना की अनुभूतियों तक पहुचने में सहायता देना शिक्षक का कार्य है।
- बाहर प्रचलित अनुभवों व अर्थों को ना थोपें अपितु अनुभवों का ऐसा उपयोग करें जिससे सीखने वाला अपनी अनुभूतियों तक पहुँचकर अनंत अर्थ स्वयं उद्घाटित करें।
- शिक्षक की ज़िम्मेदारी है कि सीखने वाला साहित्य से गहन अनूभूतिपरक संबंध स्थापित करे और अपनी प्रतिभा को पहचाने।

इस चर्चा से भाषा-शिक्षण के व्यावहारिक धरातल की दिशा और तस्वीर स्पष्ट होती है।

हिंदी भाषा और आकलन

भाषा एक व्यावहारिक विषय है जिसका आकलन करने का उद्देश्य यह जानना है कि बच्चे भाषा कैसे सीखते हैं, उनकी भाषा-प्रयोग की क्षमता का स्तर क्या है और उनके भाषा विकास में किस प्रकार की सहायता चाहिए। आकलन एक बृहद संकल्पना है जो परीक्षा और मूल्यांकन से अलग है। आकलन सतत चलाने वाली एक प्रक्रिया है और उसका आकलन करते समय यह अवलोकन आवश्यक है कि बच्चे अलग-अलग संदर्भों में भाषा का किस तरह प्रयोग करते हैं। भाषा का यह प्रयोग मौखिक भी होता है और लिखित भी। भाषा संरचना, संदर्भ के अनुसार शब्दों और वाक्यों का चयन, पढ़कर समझने की कुशलता, लिखने में विचारों की अभिव्यक्ति का स्तर आदि भाषा आकलन के मुख्य बिंदु हैं। यह भी आवश्यक नहीं है कि भाषा का आकलन सदा औपचारिक ही हो, अनौपचारिक तरीके भी भाषा आकलन में सहायता करते हैं। अपने आस-पास के परिवेश में मौजूद भाषा (मौखिक और लिखित रूप) को ठीक-ठीक समझ लेने की कुशलता का आकलन के लिए ज़रूरी है कि उसी तरह की सामग्री का प्रयोग किया जाए। आकलन के अनेक तरीके हैं, जैसे –अवलोकन, परियोजना कार्य, लिखित परीक्षा, मौखिक परीक्षा, पोर्टफोलियो, संवाद अदायगी, मंचन, वीडियोग्राफी आदि।

हिंदी भाषा और सीखने के प्रतिफल

प्राय: यह जिज्ञासा रहती है कि किसी कक्षा में बच्चों से क्या अपेक्षित है और उन अपेक्षाओं के बारे में, उन अपेक्षाओं को पूरा करने के बारे में शिक्षकों की क्या भूमिका है। राष्ट्रीय स्तर पर ऐसे कौन-से मानदंड हैं जो यह समझने में सहायता करेंगे कि बच्चों, शिक्षकों को 'क्या' प्राप्त करना है और 'कहाँ' तक पहुँचना है। साथ ही हमारी सीखने-सिखाने की प्रक्रिया क्या होगी जिससे अपेक्षित मानदंडों को पूरा किया जा सके। साथ ही कक्षा और विद्यालय में घटने वाले सीखने-सिखाने की प्रक्रिया से अंतत: बच्चे क्या सीख रहे हैं। इस बात को ध्यान में रखते हुए राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद ने प्रारम्भिक और उच्चतर

माध्यमिक स्तर पर सीखने के प्रतिफल' का विकास किया है। इस दस्तावेज़ में यह स्पष्टतः लिखा गया है कि "स्पष्ट रूप से परिभाषित सीखने के प्रतिफल विभिन्न साझेदारों की ज़िम्मेदारी तथा उत्तरदायित्वों को सुनिश्चित करते हुए और दिशा-निर्देश दे सकता है ताकि विभिन्न पाठ्यचर्या क्षेत्रों से अपेक्षाओं की पूर्ति हो सके। कक्षावार सीखने के प्रतिफल प्रक्रिया-आधारित हैं। ये प्रतिफल एक प्रकार से जाँच बिंदु (check points) हैं जो गुणात्मक या मात्रात्मक रूप से मापे जा सकते हैं। ये प्रतिफल बच्चे के संपूर्ण विकास के लिए अपेक्षित 'संपूर्ण सीखने' के अनुसार बच्चों की प्रगति का आकलन करने में मदद करते हैं। संदर्भगत संसाधनों और सीखने की उपयुक्त प्रक्रियाओं के द्वारा शिक्षक एक समावेशी कक्षा में विभिन्न क्षमताओं वाले बच्चों की आवश्यकताओं के द्वारा वैविध्यपूर्ण अवसरों/स्थितियों का निर्माण कर सकते हैं और उन्हें बच्चों को उपलब्ध करा सकते हैं।" (*सीखने के प्रतिफल,* एनसीईआरटी, 2017) '*सीखने के प्रतिफल* दस्तावेज़ में विषय की स्पष्ट और गहरी समझ, पाठ्यचर्या संबंधी अपेक्षाएँ, सीखने-सिखाने की प्रस्तावित प्रक्रियाएँ और सीखने के प्रतिफल दिए गए हैं। इन सभी का उद्देश्य यह स्पष्ट करना है कि विषय की प्रकृति के अनुरूप ही उसके आकलन की प्रक्रिया निर्धारित की जानी चाहिए। अपेक्षाओं को प्राप्त करने के लिए समुचित प्रक्रियाएँ अपनाने की आवश्यकता है। भाषा के संदर्भ में सीखने के प्रतिफलों में भाषाई कौशलों को किसी एक क्रम में रखने, देखने की अपेक्षा साथ-साथ चलने वाली प्रक्रिया और समग्रता में देखा गया है। बाल साहित्य का प्रयोग, अपनी बात को अपनी भाषा में कहने और लिखने की स्वतंत्रता, प्रश्न पूछने, राय देने, प्रतिक्रिया देने, टिप्पणी करने की स्वतंत्रता और अवसर जुटाने को महत्व दिया गया है। भाषा का आकलन करते समय इस समस्त बिंदुओं का ध्यान रखा जाना चाहिए। हिंदी भाषा की पाठ्यचर्या में अनेक ऐसे चिंतन बिंदु हैं जिन्हें समझना आवश्यक है। भाषा शिक्षण के संदर्भ में यह समझन भी आवश्यक है कि बच्चे भाषा कैसे सीखते हैं और भाषा सीखने में परिवेश की क्या भूमिका होती है।

भाषा अर्जन एवं भाषा अधिगम

भाषा मीमांसकों का मत है कि भाषा हमें परंपरा से प्राप्त होने वाला सांस्कृतिक वरदान है। अतः हमें अपनी संस्कृति से जितना अनुराग होता है, उतना ही अनुराग हमें अपनी पहली भाषा से होता है। अपनी भाषा में अपनी संस्कृति निहित रहती है और अपनी पहली भाषा के द्वारा हम अपने आस-पास के जन से जुड़ी सभी भौतिक जानकारी और बौद्धिक प्रक्रियाओं से विकसित हुई समझ आसानी से ग्रहण कर सकते है (outline of linguistic analysis – a book by Blog and traiger)। प्रत्येक बालक भाषा अर्जन की क्षमता और भाषा निरपेक्ष चिंतन की क्षमता के साथ पैदा होता है। प्रत्येक सामान्य बालक प्रारंभ में अपने परिवेश से प्राप्त अनुभवों के आधार पर भाषिक क्षमताओं का विकास करता है और स्वतंत्र तथा स्वायत्त रूप में उनका प्रयोग करता है परंतु तीन वर्ष का होते होते प्रत्येक बालक की भाषा अर्जन की क्षमता इस गति से विकसित होती है कि वह अपनी प्रथम भाषा की सभी आधारभूत संरचनाओं को सीख लेता है, वह भाषा की सभी ध्वनियों (कुछ ध्वनियों और अभिव्यक्तियों को छोड़कर) का उच्चारण करने लगता है और आस-पास की सभी वस्तुओं के नामों और प्रकार्यों की शब्दावली का व्यवहार करने लगता है। तीन से पाँच वर्षों के बीच में सामान्यतः सभी बच्चे अपनी-अपनी प्रथम भाषा का सामान्य सामाजिक व्यवहार ही नहीं सीख लेते अपितु वे अपना सारा चिंतन भाषा के माध्यम से करने लगते हैं। एक महत्वपूर्ण तथ्य है कि सामान्यतः सभी बच्चे विद्यालय में प्रवेश करने से पूर्व ही भाषा व्यवहार के दोनों रूपों का (श्रवण - बोधन और वाचिक - अभिव्यक्ति) का पर्याप्त अनुभव प्राप्त कर चुके होते हैं। इसी संदर्भ में यह समझना आवश्यक है कि भाषा अर्जन और अधिगम दो भिन्न संकल्पनाएँ हैं। भाषा का अर्जन स्वतः स्फूर्त होता है, उसमें बच्चा वातावरण से ही भाषा को सहज रूप से अर्जित कर लेता है जबकि भाषा अधिगम साभिप्राय और सायास होता है। इसीलिए सामान्यतः यह माना जाता है कि प्रथम भाषा का अर्जन होता है और द्वितीय भाषा का अधिगम। हालांकि कुछ विद्वानों का यह मानना है कि अगर कक्षा में भाषा सीखने का ऐसा भाषिक वातावरण निर्मित किया जाए कि बच्चे उस वातावरण से भाषा सहज ही अर्जित कर लें तो ऐसी स्थिति में द्वितीय भाषा का अर्जन भी संभव है। निष्कर्ष रूप में यह कहा जा सकता है कि पहली भाषा अर्जन व अधिगम का भविष्य में सीखी जाने वाली अन्य भाषाओं व विषयों को सीखने से गहरा संबंध है। साथ ही हिंदी सभी के लिए पहली भाषा नहीं है, क्योंकि क्षेत्रीय भाषाओं की विविधता भी है। अतः हिंदी शिक्षण को अर्जन और अधिगम दोनों दृष्टियों की बारीकी से देखना होगा।

प्रायः विद्यार्थी की प्रथम भाषा को माध्यम भाषा के रूप में स्थान दिया जाता है। यहाँ यह समझना आवश्यक होगा कि बच्चे की प्रथम भाषा या मातृभाषा में उसकी समस्त अवधारणाएँ बनती हैं और बच्चे उसी भाषा में सहज अनुभूत करते हैं। यह भाषा विद्यालयों में शिक्षण और शिक्षणेतर समस्त व्यवहार का माध्यम होती है साथ ही उच्च प्राथमिक और माध्यमिक स्तर की कक्षाओं में विद्यार्थियों को माध्यम भाषा से भिन्न एक या एकाधिक भाषाएँ सिखाई जाती हैं। ये भाषाएँ माध्यम भाषाओं के रूप में सामान्यतः प्रयुक्त नहीं होतीं। अतः उन्हें सामाजिक और वैज्ञानिक विषयों के समान एक विषय के रूप में पढ़ाया जाता है। इसलिए इन्हें

विषय-भाषा भी कहा जाता है। हिंदी (मातृभाषा) पाठ्यचर्या को समझने के लिए भाषा के प्रकार्यों से परिचित होते हुए यह जानना ज़रूरी है यह कला, विषय व माध्यम तीनों है।

मातृभाषा के महत्त्व पर चर्चा करते हुए यूनेस्को (UNESCO) द्वारा आयोजित संगोष्ठी में भाग लेने वाले विद्वान इस तथ्य पर एकमत थे कि मातृभाषा आज भी व्यक्ति के लिए अपने समाज और संस्कृति के भीतर अपने स्थान ढूँढ़ने और पाने का मुख्य साधन है और साथ ही वह उसके बौद्धिक व्यापार का आधार भी है। इस दृष्टिकोण के आधार पर यह कहा सकता है कि मातृभाषा कोई अमूर्त संकल्पना नहीं अपितु वह एक सामाजिक यथार्थ है। जिसका निहित अर्थ है कि शिक्षण के दृष्टिकोण से पहली भाषा मात्र शिक्षण हेतु एक विषय नहीं है अपितु यह तो स्वयं में सीखने का आधार भी है और अपने मूल रूप में एक कला (कौशल) है।

भारत की बहुभाषिक स्थिति और हिंदी

भारतीय समाज एक बहुभाषिक समाज है जहाँ प्राचीन काल से ही बहुत सारी भाषाओं का प्रयोग होता रहा है। भारत के भाषा परिवार इसी को इंगित करते हैं। बहुभाषिकता भारतीय परिवेश का एक सर्वव्यापक तत्त्व है जो देश के जीवन को प्रभावित करता है। भारत जैसे सांस्कृतिक और भाषाई विविधता वाले देश में भाषा शिक्षण- अधिगम की स्थिति जटिल हो जाती है जहां एक या एक से अधिक भाषा परिवारों से सम्बद्ध स्वतंत्र भाषाएँ संबंधों का संश्लिष्ट , जटिल जाल तैयार करती हैं। यहाँ लघु समाजों की अस्मिता का अनुरक्षण बृहद राष्ट्रीय छवि से हमेशा द्वंद्व बना रहता है। भारतीय संविधान की आठवीं अनुसूची में सूचीबद्ध प्रमुख भाषाओं को कुछ विशेषाधिकार प्राप्त हैं जो अन्य भाषाओं को नहीं है। ऐसी स्थिति में कब, कहाँ, कौन सी भाषा पढ़ाई जाए और कैसे पढ़ाई जाए, यह प्रश्न अत्यंत महत्त्वपूर्ण हो जाता है।

हिंदी (खड़ी बोली हिंदी) की विशिष्टता और पहली भाषा के रूप में उसकी महत्ता इस बात से भी प्रमाणित होती हुई देख सकते हैं कि एक बड़े भूखंड - हिंदी क्षेत्र (दिल्ली, उत्तरप्रदेश, बिहार, उत्तराँचल, हरियाणा इल्यादि) में प्रयोग में होने के बावजूद यह किसी क्षेत्र विशेष की मातृभाषा नहीं है लेकिन इन क्षेत्रों में बोली जाने वाली बोलियों से यह इतनी निकट है कि यहाँ के निवासी बिना किसी विशेष तैयारी या अधिगम के अनायास ही हिंदी को बोल, सुन तथा समझ पाते हैं, साथ ही भाव अभिव्यक्ति कर पाते हैं और मातृभाषा के रूप में स्वीकार कर पाते है। अर्थात सार्वदेशिकता हिंदी की सहजात प्रकृति है। यह उसकी असाधारण विशेषता है कि वह अपने वर्तमान रूप में किसी क्षेत्र विशेष की बोली नहीं है। उसका उद्भव और विकास इसी रूप में हुआ है। हिंदी का, विराट क्षेत्र इस बात से भी उभर कर आता है। भाषा वैज्ञानिकों ने हिंदी भाषा क्षेत्र के अंतर्गत पाँच उप-भाषाओं और प्रत्येक उपभाषा के अंतर्गत अनेक भाषाओं (बोलियों) का उल्लेख किया है। अपनी सार्वदेशिकता के कारण हिंदी अपने उद्भव और विकास की प्रक्रिया में हिंदी भाषी क्षेत्रों की सीमाएँ पार करके अखिल भारतीय स्तर पर संपर्क भाषा के रूप में व्यवह्रत होने लगी।

भाषा के प्रकार्य

भाषा समाज और व्यक्ति के लिए शक्ति का एक अक्षय स्रोत है। वह एक ओर सामाजिक संस्था (institution) के निर्वाह का सर्वाधिक महत्वपूर्ण उपकरण है तो दूसरी तरफ व्यक्तित्व-निर्माण का सर्वाधिक सार्थक साधन। वह एक ओर व्यक्ति की अपनी अस्मिता तलाशने ओर पहचानने में सहायक है तो दूसरी ओर उसके समाजिकीकरण का माध्यम। एक स्तर पर वह संप्रेषण संभावना की प्रतीकबद्ध व्यवस्था है तो दूसरे स्तर पर कल्पनात्मक जीवन की सर्जनात्मक सम्भावना। इसी प्रकार हम यह भी कह सकते हैं कि भाषा एक ओर संवेदनात्मक बोध (अनुभव जन्य बोध) का उपकरण है अर्थात ज्ञान को अनुभव सिद्ध करने में सहायक है तो दूसरी ओर वह बोधात्मक संवेदना (बोधजन्य अनुभूति) का साधन अर्थात अनुभूतियों एवं संवेदनाओ को बोध के स्तर पर ग्रहण करने का माध्यम भी है। मातृभाषा के रूप में भाषा शिक्षा का क्षेत्र इन सभी के प्रकार्यों के सन्दर्भ में भाषा को साधने का क्षेत्र है।

शिक्षण परिवेश व दृष्टिकोण

मातृभाषा शिक्षण को समझने के लिए उसके अधिगम के दो परिवेश औपचारिक व अनौपचारिक पर दृष्टि डालना आवश्यक है। अनौपचारिक शिक्षा स्वम संवेद्य होती है। बालक अपने दैनिक जीवन में जो कुछ सीखता है वह उसके अनुभव व् अनुभूति के सीधे सम्पर्क में होता है और ज़रूरत पर आधारित यह शिक्षा स्वतन्त्र एवं प्राकृतिक रूप से हो जाती है। किन्तु हम वर्तमान में औपचारिक ढाँचे के संदर्भ में शिक्षा की चर्चा कर रहे हैं। शिक्षण में औपचारिक सन्दर्भों पर बल देने के कारण बालक के अपने अनुभव तथा संवेदना के आधार पर निर्मित भाषिक संसार की न केवल उपेक्षा की जाने लगती है वरन उसे मानक च्युत व अप्रासंगिक कहकर उसका अवमूल्यन भी किया जाता है। इस सन्दर्भ में शिक्षा की दृष्टि निर्देशात्मक (prescriptive) हो जाती

है। एक अन्य दृष्टि से मातृभाषा शिक्षण का "विवरणात्मक दृष्टिकोण" भाषा को भाषा एवं उसके प्रयोगों के सन्दर्भ में पढ़ाने का समर्थक है। इस दृष्टिकोण के अनुसार मातृभाषियों के भाषा व्यवहार के पीछे एक आचरणगत व्यवस्था काम करती है इस व्यवस्था की पुष्टि ही भाषा - शिक्षण है।

उपर्युक्त दोनों ही तरीकों (निर्देशात्मक, विवरणात्मक) की प्रमुख सीमा यह है कि यह शिक्षार्थी के अनुभव संसार के सर्जनात्मक पक्ष पर ध्यान केंद्रित न कर भाषा को उसके व्यावहारिक पक्ष के साथ जोड़कर पढ़ाने का अनुमोदन करती है। दरअसल ये दोनों ही तरीके भाषा को अनुभव एवं अनुभूति के धरातल पर ग्रहण न करने के कारण शिक्षण को संवेदनात्मक बनाने में असमर्थ हैं। यही नहीं, ये बालक की वैयक्तिक आवश्यकताओं, जिज्ञासात्मक और कल्पनात्मक वृत्तियों की उपेक्षा करते हैं। इस प्रकार औपचारिक वातावरण में शिक्षा जिस भाषिक उपकरण की अपेक्षा रखती है उसके प्रति भी यह मातृभाषा शिक्षण को न तो प्रवृत्त करता है और न उत्साहित। राष्ट्रीय पाठ्यचर्या रूपरेखा, 2005 के अनुसार "कक्षा में शिक्षक व विद्यार्थी की अंत:क्रिया विवेचनात्मक होती है क्योंकि उसमें यह परिभाषित करने की ताकत होती है कि किसका ज्ञान स्कूल सम्बन्धी ज्ञान का हिस्सा बनेगा और किसकी आवाज़ उसे आकार देगी। शिक्षार्थी केवल ऐसे छोटे बच्चे नहीं होते जिनके लिए वयस्कों को कुछ हल ढूँढने होते हैं। वे अपनी परिस्थिति व जरूरतों के सूक्ष्म पर्यवेक्षक होते है तथा उन्हें अपनी शिक्षा व भावी अवसरों से संबंधित समस्यायों के हल की प्रक्रिया तथा विमर्श में भाग लेना चाहिए।"

बच्चे का अनुभव जगत और भाषा शिक्षण

भाषा के अवबोधन का प्राथमिक अनुभवों के साथ गहरा संबंध है। सामान्यतः भाषा शिक्षण के जो तरीके कक्षा में प्रयोग किए जाते हैं उनमें सीखने की शुरुआत बच्चे के प्रारम्भिक अनुभवों को नकार कर होती है जबकि अपेक्षित यह है कि बच्चे जिन प्राथमिक अनुभवों को साथ लेकर आते हैं उन अनुभवों को स्कूली दुनिया में विस्तार मिले। ब्रिटन (2008) मानते हैं कि " प्राथमिक अनुभवों को शिक्षा की अड़चन की तरह न देखकर शिक्षणशास्त्रीय स्रोत के रूप में देखना चाहिए। वैयक्तिक अनुभव से व्यापक समझ तक की यात्रा मानसिक है। भाषा में वह शक्ति होती है कि वह अनुभव को सैद्धान्तिक रूप से भिन्न किए जा सकने वाले तत्वों में विश्लेषित कर सके। यही कारण है कि व्यक्ति अपने अनुभवों को अन्यों के अनुभवों के साथ साझा तथा संगठित कर पाता है। इसीलिए बच्चों के भाषाई विकास में सहायता देने का सार्थक अर्थ उसके हाथ में उपयुक्त औज़ार थमाना है और वह औज़ार है अनुभव को भाषा में कोड करना। भाषा की जड़ें प्राथमिक अनुभवों से ही पनपनी चाहिएँ।

राष्ट्रीय पाठ्यचर्या रूपरेखा, 2005 यह सुझाती है कि " हमें यह मानना होगा कि यदि जगह, समय और आज़ादी दी जाए तो बच्चे बड़ों द्वारा सौंपी गई सूचना सामग्री से जुड़कर और जूझकर नए ज्ञान का सृजन करते हैं। सर्जना और पहल को विकसित करने के लिए ज़रूरी है कि हम बच्चों को सीखने की प्रक्रिया में पूरा भागीदार मानें और बनाएँ, उन्हें ज्ञान की निर्धारित खूराक का ग्राहक मानना छोड़ दें।" इससे स्पष्ट है कि सीखने वाले में यह भाव और समझ होनी चाहिए कि उनके अनुभव व उनकी अनुभूतियाँ भी महत्त्वपूर्ण हैं। इसी कारण बच्चों में मानसिक योग्यता विकसित करने हेतु अवसरों का होना ही पाठ्यचर्या का ध्येय है।

इसी से **मातृभाषा शिक्षण का सर्जनात्मक दृष्टिकोण** जुड़ा हुआ है। इसके (सर्जनात्मक दृष्टिकोण) अनुसार भाषा को शिक्षार्थी केंद्रित कर पढ़ाने का समर्थक है। इसके अनुसार मातृभाषा शिक्षण का उद्देश्य ना तो विषय केंद्रित होता है और ना ही उसका लक्ष्य होता है भाषा कौशल का विकास। मातृभाषा शिक्षण शिक्षार्थी के वास्तविक अनुभव को भाषा के माध्यम से प्रभावित करते हुए उसका समाजीकरण करता है। अतः आवश्यकता केवल भाषा के माध्यम से बालक के बौद्धिक विकास करने की नहीं होती अपितु सामाजिक एवं भावनात्मक स्तर पर उसके व्यक्तिव को विकसित करने की भी होती है। (भाषा शिक्षण - डॉ. रवीन्द्रनाथ श्रीवास्तव)

विद्यालय में भाषा-शिक्षण की स्थिति : सिद्धान्त और व्यवहार

किसी भी समाज के लिए उसकी भाषा एवं संस्कृति के मुद्दे अत्यंत महत्त्वपूर्ण और संवेदनशील होते हैं जो उसकी अस्मिता से जुड़े होते है। यह भी सर्वमान्य है कि व्यक्ति के व्यक्तित्व का विकास भी उसकी अपनी भाषा के माध्यम से ही संभव है किन्तु स्वतंत्रता के बाद से ही राष्ट्रभाषा के मुद्दे को लेकर जिस तरह से क्षेत्रीय हितों और क्षुद्र स्वार्थों को लेकर द्वंद्व की स्थिति बनी रही है जिसके कारण हमेशा अँग्रेजी को उसका लाभ प्राप्त होता रहा है। इसका परिणाम यह हुआ कि एक विदेशी भाषा का वर्चस्व सतत बढ़ता चला गया और वह हमारी अपनी भाषाओं से अधिक हावी होती चली गई।

त्रिभाषा सूत्र भारत की भाषा स्थिति की चुनौतियों और अवसरों को संबोधित करने का एक प्रयास था। इस सूत्र के क्रियान्वयन संबंधी अनेकानेक सुझाव समय-समय पर आए किन्तु इस नीति का सही ढंग से क्रियान्वयन आज तक नहीं हो पाया है। इसके

अनेक कारण रहे हैं। वर्तमान समय मे विद्यालयों मे हिंदी दोहरे रूप मे पढ़ी और पढ़ाई जाती है कुछ विद्यालय हिंदी को एक भाषा के रूप मे पढ़ाते हैं और कुछ एक विषय के रूप मे पढ़ा रहे हैं। हिंदी किस रूप मे पढ़ाई जाएगी इसका निर्णय विद्यालय ही लेते है शिक्षार्थी विद्यालयों मे इस निर्णय को मानने के लिए बाध्य ही है। उदाहरणस्वरूप यदि किसी विद्यालय मे हिंदी विषय के रूप मे पढ़ाई जाती है तो हिंदी अध्ययन करने वाले विद्यार्थी को इसे इसी रूप में स्वीकार करना पड़ता है दूसरी तरफ यदि हिंदी को भाषा के रूप में पढ़ाया जाता है तो हिंदी भाषी विद्यार्थी को उसे इसी रूप मे स्वीकार करना पड़ता है। आदर्श रूप में तो विद्यार्थी के पास यह विकल्प उपलब्ध होना चाहिए कि वह इच्छानुसार हिंदी को विषय या भाषा के रूप मे पढ़ सके किन्तु विद्यालय संसाधनो की कमी या सामाजिक मांग के अनुसार एक निश्चित विकल्प रूप ही उपलब्ध कराता है और शिक्षार्थी को उसी का अध्ययन करना पड़ता है। दरअसल भाषा शिक्षण का स्वरूप क्या हो उसका स्पष्ट और बहुविकल्पी रूप तय नही हो पाया क्योकि उत्तर व दक्षिण भारतीय भाषाओं के मध्य राजनीतिक विवाद रहा है। भाषा की स्वीकार्यता को लेकर त्रिभाषा सूत्र ने सैद्धांतिक प्रगति तो की किन्तु वह कभी भी व्यावहारिक धरातल पर नहीं आ सका। जबतक भाषा को राजनीतिक लाभ, सत्ता प्राप्ति और शक्ति – संघर्ष के साधन के रूप मे प्रयोग किया जाएगा तब तक स्कूल स्तर पर भाषा शिक्षण मे कई स्वार्थ और सीमित दृष्टिकोण रहेंगे। इसी का एक प्रकटीकरण भाषा और बोली विवाद के रूप मे भी दिखता है। भाषा वैज्ञानिकों की दृष्टि मे भाषा और बोली मे वस्तुत कोई अंतर नही है कोई भी भाषा कभी भी बोली का रूप ले सकती है और कोई बोली भाषा के रूप मे कभी भी परिणत हो जाती है शक्ति-संबंधो के कारण ही कोई भाषा औपचारिक रूप से महत्वपूर्ण या गौण हो जाती है। संविधान जहाँ विभिन्न भाषाओं की स्वीकार्य वृत्ति के माध्यम से विविधता में समरसता और सौहार्द के मूल्यों को लाने पर ज़ोर देता है वहीं राजभाषा और राष्ट्रभाषा पर उत्तर व दक्षिण भारतीय धड़ों मे विवाद होता आया है जिसका राजनीतिकरण भाषा को लेकर शिक्षण मे संतुलित उपागम तक नही पहुँचने देता। जैसा कि त्रिभाषा सूत्र में कहा गया:

- स्कूल में पहली भाषा जो पढ़ाई जाए वह मातृभाषा हो या क्षेत्रीय भाषा
- द्वितीय भाषा
    - हिंदी भाषी राज्यों में द्वितीय भाषा कोई भी अन्य आधुनिक भाषा हो या अंग्रेज़ी, और
    - गैर हिंदी भाषी राज्यों में द्वितीय भाषा हिंदी या अंग्रेज़ी होगी।
- तृतीय भाषा
    - हिंदी भाषी राज्यों में तृतीय भाषा अंग्रेज़ी होगी या एक आधुनिक भारतीय भाषा, जो द्वितीय भाषा के रूप में न पढ़ी जा रही हो।
    - गैर हिंदी भाषी राज्यों में तीसरी भाषा अंग्रेज़ी होगी या आधुनिक भारतीय भाषा जो द्वितीय भाषा के रूप में न पढ़ी जा रही हो (*भारतीय भाषाओं का शिक्षण – आधार- पत्र*, पृष्ठ 13)

त्रिभाषा सूत्र से स्पष्ट है कि इसमें 1) शास्त्रीय भाषाएँ जैसे संस्कृत, तमिल, तेलुगु, 2) राष्ट्रीय भाषाएँ; 3) आधुनिक यूरोपीय भाषाएँ हैं। इन तीनों श्रेणियों में किन्हीं तीन भाषाओं को पढ़ाने का प्रस्ताव है। संस्तुति यह भी है कि हिंदी भाषी राज्यों में दक्षिण की कोई भाषा पढ़ाई जानी चाहिए। त्रिभाषा सूत्र संविधान में नहीं है। सन् 1956 में अखिल भारतीय शिक्षा परिषद् ने इसे मूल रूप में अपनी संस्तुति के रूप में मुख्यमंत्रियों के सम्मेलन में रखा था और मुख्यमंत्रियों ने इसका अनुमोदन भी कर दिया था। 1968 की राष्ट्रीय शिक्षा नीति में इसका समर्थन किया गया था और सन् 1968 में ही पुनः अनुमोदित कर दिया गया था। सन् 1992 में संसद ने इसके कार्यान्वयन की संस्तुति कर दी थी।

इससे पूर्व 1963 में राजभाषा अधिनियम में यह निर्णय लिया गया था कि जब तक सभी राज्य लिखित रूप में अँग्रेजी हटाने के लिए स्वीकृति न दें, तब तक हिंदी तथा अँग्रेजी में काम- काज होता रहेगा। इस दिशा में 1976 का राजभाषा अधिनियम मील का पत्थर साबित हुआ जिससे हिंदी की स्थिति कुछ बेहतर हुई। त्रिभाषा सूत्र की संस्तुति राज्यों के लिए बाध्यतामूलक नहीं थी क्योंकि शिक्षा राज्यों का विषय है। सन् 2000 में यह देखा गया कि कुछ राज्यों में हिंदी और अंग्रेजी के अतिरिक्त इच्छानुसार संस्कृत, अरबी, फ्रेंच, तथा पुर्तगाली भी पढ़ाई जाती है।

उपर्युक्त चर्चा के आधार पर हमारे सन्दर्भ में मातृभाषा (हिंदी) शिक्षण से जुड़ी निम्न मान्यताएँ उभरकर आती हैं -
- मातृभाषा शिक्षण का केन्द्रक (locus) शिक्षार्थी और उसका अनुभव जगत है।
- अनुभव जगत के विस्तार और विकास के साथ ही मातृभाषा की क्षमता का विस्तार और विभिन्न कौशलों का विकास स्वाभाविक प्रक्रिया के रूप में संभव है।

- मातृभाषा के स्कूली औपचारिक शिक्षण के साथ-साथ अनौपचारिक स्तर पर वैयक्तिक और सामाजिक सन्दर्भों में भी उसका शिक्षण चलता रहता है अतः औपचारिक शिक्षण से प्राप्त अनुभव को शिक्षार्थी के वैयक्तिक और सामाजिक संदर्भों में प्राप्त अनुभव को विकसित करने में सहायक होना चाहिए ना कि उसका विरोधी।
- मातृभाषा शिक्षण के औपचारिक सन्दर्भ को भाषा के मात्र ज्ञान रूप तक सीमित नही कर देना चाहिए अपितु भाषा के शक्ति रूप तक उसका प्रसार करना अपेक्षित है।
- मातृभाषा एक जीवित भाषा है न कि मृत भाषा। उसका शिक्षण भी ऐसे ही होना चाहिए जीवंतता के साथ।
- विभिन्न परिस्थितियों में उपयुक्त भाषा शैली के रूप में स्वीकार करते हुए भाषाभेद की यथार्थता को मातृभाषा शिक्षण में स्वीकार करना चाहिए और उसे प्रयुक्ति (register) या सीमित कोड (restricted कोड) के व्यावहारिक प्रयोग के रूप में पढ़ाना चाहिए।
- मातृभाषा शिक्षण के साहित्य को समझने और अनुभव करने की दक्षता पैदा करनी चाहिए। इस दक्षता का आधार भाषिक होना चाहिए अतः उसे साहित्य में भाषा "साहित्यक भाषा" और "साहित्यपरक भाषा" का अंतर भी सामने रखना चाहिए।

मातृभाषा शिक्षण हेतु दिशा निर्देश

- अगर हम भाषा शिक्षण का कोई कार्यक्रम शुरू करते हैं तो यह महत्वपूर्ण है कि बच्चे की सहज भाषाई क्षमता को पहचाने और याद रखें कि भाषाएँ सामाजिक सांस्कृतिक रूप से बनती हैं और हमारे दैनंदिन व्यवहार से बदलती रहती है। (राष्ट्रीय पाठ्यचर्या की रूपरेखा, 2005)
- घरेलू भाषाओं अर्थात बच्चे के निकटतम परिवेश से सीखी गई भाषाओं से जोड़कर ही भाषा शिक्षण करना चाहिए।
- हिंदी भाषी क्षेत्रों में अध्यापन करने वाले हिंदी शिक्षकों से ये अपेक्षित है कि वे शिक्षार्थियों से हिंदी में ही बात करें जिससे कक्षा मे हिंदी के वातावरण का सृजन करें।
- भाषा निजी / व्यक्तिगत भावनाओं से जोड़ने वाला माध्यम है। इस प्रकार हर अधिगम कर्ता की बातों / जवाबों में / व्याख्याओं में भिन्नता स्वाभाविक है। अतः भाषा शिक्षण में विविधताओं को समेटने की लोचशीलता अवश्य होनी चाहिए। एक से अधिक वास्तविकताओं को समझने के लिए लचीलापन होना चाहिए।
- भाषा का बच्चे के वातावरण में बिखराव – प्रिंट के रूप में, बोलचाल / बातचीत के रूप में अवश्य ही होना चाहिए।
- भाषा मात्र कौशलों और उनके द्वारा भाषा – उत्पादन का विषय नहीं है अपितु यह अर्जन और उससे नवीन सृजन की कला है। अतः भाषा शिक्षण को यांत्रिकता (औपचारिकता से याद करना, लिखकर दिखाना) से बचाना चाहिए।
- भाव, विचार, अनुभूति, तर्क, कल्पना के साथ भाषा का अटूट संबंध है। भाषा से ही इनका उद्रेक होता है। (ऑस्कर वाइड) भाषा - अर्जन प्राकृतिक रूप से विभिन्न इन्द्रियों के उपयोग द्वारा होना चाहिए।
- भाषा की कक्षा जीवंत (बातचीत, अभिनय इत्यादि क्रियायों से पूर्ण) होनी चाहिए।
- भाषा-क्षण एक सतत रचनात्मक, निर्माणात्मक प्रक्रिया की तरह होना चाहिए।
- सटीक भाषा उपयोग एक अवस्था है यह भाषा सीखने का पर्याय नहीं हो सकता है।
- भाषा शिक्षण की पूर्णता के लिए सीखने वाले छात्र / बच्चे को शिक्षण प्रक्रिया में उसका सहभागी बनाना चाहिए। उसकी भाषा सीखने की जिम्मेदारी उसकी होनी चाहिए। परिवार व अध्यापक इस प्रक्रिया में आवश्यक किन्तु अन्य भागीदार के रूप में होने चाहिए। (ब्रायन कैम्बोर्न)
- सीखने वाला अनुमानात्मक कौशल के आधार पर भाषा सीखने की प्रक्रिया में जुड़े, ये सुनिश्चित करना आवश्यक है।

भाषा-शिक्षण का उद्देश्य प्रत्येक बालक को भाषा समझने, उसकी (भाषा की) प्रशंसा करने में सक्षम बनाना है तथा विविध परिस्थितियों में सम्प्रेषण; व्यक्तिगत संतुष्टि और अधिगम हेतु पूर्ण विश्वास और समग्रता के साथ उपयोग करना है।

भाषा-शिक्षण के उद्देश्य

जैसा कि विदित है कि बच्चों के पास भाषा अर्जन की जन्मजात क्षमता होती है जिसके माध्यम से वे अपने परिवेश की भाषा को अर्जित कर लेते हैं। विद्यालय आने से पूर्व भी बच्चों के पास अपनी भाषाओं की पूंजी होती है। मोटे तौर पर विद्यालय में भाषा-शिक्षण के निम्नलिखित उद्देश्य देखे जा सकते हैं-
- बच्चे में अपनी भाषा के प्रति सम्मान व आत्मसम्मान की भावना जागृत करना।
- भाषा की आंतरिक व सामाजिक शक्ति को स्थापित करना।
- बच्चे की अपनी भाषा में उसे सुनने, बोलने, पढ़ने एवं लिखने (भाषाई कौशलों) का अवसर प्रदान करना।

- विद्यार्थियों की सक्रिय शब्दावली का विकास करना।
- भाषा में सर्जनात्मक रचना करने का अवसर देना तथा बाह्य रूप से भी ऐसा "माहौल" सप्रयास तैयार करना।
- क्षेत्र / राज्य / देश की सांस्कृतिक विरासत, मान्यताओं व अवधारणाओं से परिचित कराना एवं समझ विकसित करना।
- साहित्यिक कृतियों (कविता, कहानी, पुस्तक, लेख आदि) में निहित सौंदर्य की सराहना करना, उनका रसास्वादन करने की क्षमता विकसित करना।
- भाषा और साहित्य के प्रति बच्चों का प्रेम तथा लगाव जागृत करना और सामाजिक ढाँचे में उसका प्रयोग करना।
- भाषा के मूलभूत ढाँचे और संरचना की समझ विकसित करना और प्रयोग करना।
- भाषा एवं उसके साहित्य के इतिहास की समझ विकसित करना।
- साहित्य की विभिन्न विधाओं में भिन्नता की पहचान कर पाने और उनमें रचना करने की क्षमता उत्पन्न करना।
- शिक्षार्थियों को भाषिक एवं साहित्यिक गतिविधियों में भाग लेने के पर्याप्त अवसर प्रदान करना।
- भाषा एवं साहित्य शिक्षण के माध्यम से शिक्षार्थियों को विचारशील, तार्किक एवं मननशील बनाना।

भाषा: अर्थ और महत्त्व

मानव जीवन में भाषा का बहुत महत्त्वपूर्ण स्थान है । भाषा ही मानव को संसार के अन्य जीवों से अलग करती है और श्रेष्ठ बनाती है । भाषा ऐसा माध्यम है जिसके द्वारा मानव अपने मन के भावों और विचारों को दूसरों तक पहुँचाता है। मानव भाषा के तीन रूपों में अपने विचार व्यक्त करता है| मौखिक भाषा, लिखित भाषा और सांकेतिक भाषा । भाषा का सर्वप्रथम रूप सांकेतिक ही रहा होगा और मानव ने विभिन्न संकेतों के द्वारा ही अपनी मूलभूत आवश्यकताओं को व्यक्त करना सीखा होगा। किंतु वर्तमान समय में मात्र सांकेतिक भाषा के द्वारा मन के भावों-विचारों को पूरी तरह अभिव्यक्ति नहीं मिल पाती जबकि मौखिक रूप से हम अपने भावों और विचारों को स्पष्टतः संप्रेषित कर सकते हैं और दूसरों से संवाद स्थापित कर सकते हैं। इसलिए मूलभूत आवश्यकताओं को व्यक्त करने के अतिरिक्त अपने भावों-विचारों को व्यक्त करने के लिए प्रारंभ में भाषा का मौखिक रूप ही विकसित हुआ और समय बीतने के साथ-साथ मौखिक ध्वनियों को स्थायी रूप देने के लिए इनका लिखित रूप भी विकसित हुआ । आज अपने विचारों को एक पीढ़ी से दूसरी पीढ़ी तक पहुँचाने के लिए और उन्हें अपेक्षाकृत स्थायी रूप प्रदान करने के लिए भाषा का लिखित रूप ही प्रचलित है। मानव-जाति की उत्पत्ति के समय संपूर्ण मानव-जाति की प्रकृति एक जैसी ही थी और वह केवल अपनी मूलभूत आवश्यकताओं को पूरा करना चाहता था, लेकिन फिर भी आज अलग-अलग क्षेत्र में रहने वाले लोगों के द्वारा अलग-अलग भाषा का प्रयोग किया जाता है। जो कि इस बात का प्रत्यक्ष प्रमाण है कि प्रत्येक भाषा पर उसके भौगोलिक प्रदेश का प्रभाव पड़ता है। यह प्रभाव भाषा के मौखिक और लिखित दोनों रूपों पर स्पष्टतः देखा जा सकता है। ज्ञान के आधुनिक युग में व्यापक स्तर पर भाषा के लिखित रूप का प्रचार-प्रसार हुआ। लेकिन इस लिखित भाषा में एकरूपता लाने के लिए भाषा के मानकीकरण की आवश्यकता भी महसूस हुई और इसके लिए कार्य भी प्रारंभ हुआ। हालाँकि मानक भाषा के रूप में विकसित हुई भाषाओं को बोलने-समझने वाले लोग सीमित ही थे। भाषा के जिस रूप का एक बड़े भौगोलिक परिवेश में लिपिबद्ध रूप से प्रचार-प्रसार नहीं हुआ, भाषा का वह रूप बोलियाँ कहलाया । शिक्षा के क्षेत्र में हम जिस भाषा को पढ़ने-पढ़ाने की बात करते हैं वह भाषा का मानक रूप ही है । भाषा के इसी रूप के माध्यम से हम अन्य विषयों जैसे - गणित, विज्ञान, सामाजिक विज्ञान की शिक्षा भी ग्रहण करते हैं।

हिंदी भाषा तथा हिंदी भाषा शिक्षण

हिंदी भाषा भारतवर्ष में सबसे अधिक व्यक्तियों द्वारा बोली जाने वाली भाषाओं में से एक है । हमारे देश में इसका प्रयोग संपर्क भाषा के रूप में किया जाता है तथा कई हिंदी-भाषी प्रदेशों में यह राजकाज या कार्यालयी भाषा के रूप में भी प्रयुक्त होती है । भारतीय संविधान की आठवीं अनुसूची में वर्णित भाषाओं में हिंदी भाषा का महत्त्वपूर्ण स्थान है । संविधान के अनुच्छेद 343 के अनुसार हिंदी केंद्र सरकार की राजकाज की भाषा है और यह देवनागरी लिपि में लिखी जाती है । अनुच्छेद 351 केंद्र सरकार को हिंदी भाषा के प्रचार-प्रसार की जिम्मेदारी सौंपता है । यही कारण है कि हिंदी भाषा के शिक्षण को स्कूली स्तर से ही मान्यता दी गई है । भाषा-सूत्र में इसे भाषा के अनिवार्य और वैकल्पिक दोनों ही रूपों में लिया गया है।

शिक्षा में भाषा को दो रूपों में प्रयुक्त किया जाता है| पहला, शिक्षण के माध्यम के रूप में तथा दूसरा, एक शैक्षिक विषय के रूप में । सभी शिक्षाविदों और मनोवैज्ञानिकों ने प्राथमिक स्तर पर मातृभाषा को माध्यम के रूप में रखने की सलाह दी है । भारतीय संविधान के अनुच्छेद 350 में भी बच्चे की मातृभाषा को माध्यम के रूप में अपनाने की अनुशंसा की गई है। परंतु यहाँ जिस मातृभाषा की बात की गई है वह शिक्षार्थी के क्षेत्र-प्रांत या राज्य की क्षेत्रीय या राजकीय मानक भाषा होगी । यही बात

शैक्षिक विषय के रूप में पढ़ाई जाने वाली भाषा पर भी लागू की गई । अतः हिंदी भाषा शिक्षण के मानक रूप को कक्षा एक से ही विषय के रूप में पढ़ाए जाने की परंपरा रही है । जिन शिक्षार्थियों की मातृभाषा हिंदी से मिलती-जुलती थी उन्हें इसे प्रथम या मातृभाषा के रूप में पढ़ना होता है । परंतु जिनकी मातृभाषा हिंदी या उससे मिलती-जुलती नहीं है इसे द्वितीय भाषा या वैकल्पिक विषय रूप में पढ़ सकते हैं । इन सिद्धांतों को ध्यान में रखते हुए हिंदी भाषा शिक्षण के उद्देश्य भी निर्धारित किए गए हैं। कक्षा 9 तक आते-आते शिक्षार्थियों की भाषा, विचार और भाषा शैली का इतना विकास हो चुका होगा कि अब वे भाषा का प्रयोग विभिन्न संदर्भों में करने के सक्षम हो जायेंगे| इस स्तर तक आते-आते शिक्षार्थी जीवन के उस पड़ाव पर आ जाते हैं जिसे किशोरावस्था कहा जाता है और आयु के इस पड़ाव पर उसकी भाषा-क्षमताओं के साथ-साथ आलोचनात्मक दृष्टि का भी विकास होने लगता है! भाषा के हर पक्ष पर उसकी पकड़ बनने लगती है और यह पकड़ और भी अधिक मज़बूत होती जाती है – जितना उसे भाषा का समृद्ध परिवेश मिलता है। फिर चाहे यह भाषा का वैचारिक पक्ष हो या सौंदर्यात्मक पक्ष, शब्दों की तुकबंदी हो या शब्दों की अर्थ-शक्ति हो- भाषा के हर गहन पक्ष से उनका परिचय बढ़ने लगता है। संचार माध्यमों में जिस तरह की भाषा का प्रयोग होता है- वे उससे भी परिचय प्राप्त करते हैं और उस भाषा में छिपे 'मंतव्य' को भाँपने लगते हैं! उनकी भाषा में वह विचार-तत्व प्रत्यक्ष रूप से दृष्टिगत होता है जो उनके व्यक्तित्व की पहचान है या उनकी विचार –शैली की! भाषा के मौखिक और लिखित एवं सांकेतिक पक्षों की समझ और गहरी होने लगती है। समाज-देश और दुनिया में हो रहे व्यवहारों में भाषा-प्रयोग की बारीकियों की समझ भी बढ़ने लगती है! भाषा-प्रयोग का दायरा भी विस्तृत होने लगता है और ज्ञान-निर्माण का भी, क्योंकि भाषा और विचार में एक विशिष्ट अंत: संबंध है! हिंदी शिक्षण के माध्यम से इसी संबंध को शक्ति देनी है और भाषा प्रयोग के दायरे को विस्तार देना है! शिक्षार्थी के जीवन के हर पक्ष को भाषा की कक्षा का अहम हिस्सा बनाने पर अधिक बल देना होगा तभी वे भाषा का सुनियोजित प्रयोग कर सकेंगे!

हिंदी भाषा शिक्षण के उद्देश्य: कक्षा नौवीं और दसवीं के लिए

- अगले स्तर पर भाषिक कौशलों के रूप में सुनना, बोलना, पढ़ना, लिखना और चिंतन का विकास
- मातृभाषा के विविध कौशलों एवं ज्ञान का उपयोग करने की क्षमता का विकास करना।
- हिंदी भाषा द्वारा अपने विचारों की भावपूर्ण व रचनात्मक अभिव्यक्ति करने के कौशल का विकास
- हिंदी भाषा के प्रति सम्मान व अपनत्व का भाव पैदा करना
- सघन विश्लेषण और स्वतंत्र अभिव्यक्ति की क्षमता का विकास
- साहित्य की विभिन्न विधाओं के शिक्षण द्वारा शिक्षार्थियों में आलोचनात्मक दृष्टिकोण की क्षमता का विकास
- असहज परिस्थितियों से निपटने के लिए भाषा के सामंत पूर्ण इस्तेमाल की कला का विकास
- निर्धारित रचनाओं के कथ्य और भाषा की विशेषताओं को रेखांकित कर सकने की क्षमता का विकास ।
- माध्यमिक स्तर के अन्य विषयों की प्रकृति को भाषा के माध्यम से समझना, जैसे- विज्ञान की भाषा, सामाजिक विज्ञान की भाषा, राजनीति विज्ञान की भाषा और गणित की भाषा!
- दैनिक जीवन में भाषा-प्रयोग के अवसरों , जैसे आवेदन लिखना, पत्र लिखना, संक्षेपण करना, सूचना लिखना, विज्ञापन बनाना, संवाद लिखना आदि के संदर्भ में हिंदी भाषा का प्रभावी प्रयोग करने की कुशलता का विकास करना!
- स्वतंत्र और मौखिक रूप से अपनी बात को अभिव्यक्त करने की क्षमता का विकास करना!
- ज्ञान के विभिन्न अनुशासनों में हिंदी भाषा की प्रकृति को पहचानना और समय के अंतराल में उसका प्रयोग करना!
- साहित्य की विभिन्न विधाओं से परिचित होना, उनमें अंतर्संबंध खोजना और उनका सृजन करना!
- संचार माध्यमों (प्रिंट-इलेक्ट्रोनिक दोनों) में प्रयुक्त भाषा को उसके समस्त अर्थों में समझने की योग्यता का विकास करना।
- हिंदी भाषा शिक्षण के माध्यम से किशोरावस्था से गुजर रहे शिक्षार्थियों के उत्साह व उनकी ऊर्जा को सकारात्मक दिशा देना
- जीवन की समस्त चुनौतियों का सामना करने में सक्षम मानसिकता वाले व्यक्तित्व के रूप में शिक्षार्थियों का विकास करना
- भारतीय शिक्षा व संस्कृति से पूर्ण परिचित कराना
- वेदों में वर्णित मनुष्य के छिपे हुए सामर्थ का बोध कराना
- सभी पंथों या मजहबों के सार्वभौमिक एवं वैज्ञानिक मूल तत्त्वों का बोध कराना

- योग-अध्यात्म से संबंधित सामग्री के माध्यम से भाषा की उपयोगिता से परिचित कराना
- किसी भी स्वतंत्र विषय पर सारगर्भित शुद्ध धाराप्रवाह लेखन की योग्यता का विकास करना
- भाषा के विविध रूपों के माध्यम से आत्मविश्वास के साथ निर्भयतापूर्वक अपने भावों को अभिव्यक्त करने की योग्यता पैदा करना
- व्याकरण सम्मत भाषा के प्रयोग करने की समझ पैदा करना
- हिंदी साहित्य के इतिहास की जानकारी हासिल करना
- हिंदी भाषा में नवाचार को सराहना व उसे बढ़ावा देना
- हिंदी भाषा के प्रचार-प्रसार में सहयोग करना और हिंदी भाषा में सूचना प्रौद्योगिकी का प्रयोग करना ।

पाठ्यचर्या संबंधी अपेक्षाएँ
- शिक्षार्थी अगले स्तरों पर अपनी रुचि और आवश्यकता के अनुरूप हिंदी का अध्ययन कर सकेंगे।
- शिक्षार्थी हिंदी को प्रभावी रूप में बोलने, लिखने व समझने में सक्षम होंगे ।
- शिक्षार्थी हिंदी भाषा के साथ अन्य विषयों के पाठ्यक्रम से सहज संबद्धता स्थापित कर सकेंगे।
- दैनिक व्यवहार में हिंदी भाषा का प्रभावी प्रयोग कर सकने में सक्षम होंगे।
- कक्षा में बहुभाषिक, बहुसांस्कृतिक संदर्भों के प्रति संवेदनशील सकारात्मक सोच बनाना।
- हिंदी के साथ-साथ अन्य भाषाओं का साहित्य भी पढ़ें और उस पर अपनी प्रतिक्रिया भी व्यक्त करें।
- भाषा के अर्थपूर्ण विश्लेषण, स्वतंत्र अभिव्यक्ति और तर्क क्षमता का विकास करना!

भाषा सीखने-सिखाने की युक्तियाँ या पद्धतियाँ
- गलत से सही दिशा की और पहुँचने का प्रयास करना और विद्यार्थियों को स्वतंत्र रूप से लिखित व मौखिक अभिव्यक्ति के लिए प्रोत्साहित करना।
- कक्षा में विद्यार्थियों की निरंतर सक्रिय भागीदारी सुनिश्चित करना।
- हिंदी भाषा के नियम या व्याकरण की प्रकृति को पहचानकर उनका परिवेश, पाठ्य संदर्भों के अनुसार प्रयोग करना।
- अन्य भाषाओं के साहित्य के उदाहरण समाहित करना।
- शारीरिक रूप से अक्षम विद्यार्थियों के लिए उपयुक्त शिक्षण सामग्री का प्रयोग करना।
- कक्षा में उपस्थित विभिन्न नेताओं, जेंडर, लिंग, जाति, वर्ग, धर्म के प्रति सकारात्मक और संवेदनशील वातावरण निर्मित करना।
- विभिन्न प्रकार की शिक्षण सामग्री के लिए, विशेषकर काव्यांशों के लिए ऑडियो-वीडियो कैसेट तैयार करना।
- हिंदी साहित्य को दर्शाने वाले उच्च कोटि के वृत्तचित्र ओवर फीचर फिल्मों को शिक्षण सामग्री के तौर पर प्रयुक्त करना।
- शिक्षक द्वारा अन्य सहायक सामग्री के रूप में सहायक पुस्तकें शब्दकोश साहित्य कोश व संदर्भ ग्रंथों का प्रयोग करना।

आकलन के तरीके
- अवलोकन
- मौखिक – काव्य पाठ, प्रश्न उत्तर
- लिखित कक्षा परीक्षा
- जाँच-सूची
- पोर्टफोलियो आदि

हिंदी कोर्स-अ (001)
पाठ्यक्रम (2025-26)
कक्षा नवमी

खंड		भारांक	कालांश
क	अपठित बोध	14	30
ख	व्यावहारिक व्याकरण	16	35
ग	पाठ्यपुस्तक एवं पूरक पाठ्यपुस्तक	30	75
घ	रचनात्मक लेखन	20	40

- भारांक – {80 (वार्षिक परीक्षा) + 20 (आंतरिक परीक्षा)}

निर्धारित समय- 3 घंटे   **भारांक-80**

		वार्षिक बोर्ड परीक्षा हेतु भार विभाजन		
		खंड – क (अपठित बोध)		
		विषयवस्तु	**उपभार**	**कुल भार**
1		अपठित गद्यांश व काव्यांश पर बोध, चिंतन, विश्लेषण, सराहना आदि पर बहुविकल्पीय, अतिलघूत्तरात्मक एवं लघूत्तरात्मक प्रश्न		
	अ	एक अपठित गद्यांश लगभग 250 शब्दों का इसके आधार पर एक अंकीय तीन बहुविकल्पी प्रश्न (1x3=3), अतिलघूत्तरात्मक एवं लघूत्तरात्मक प्रश्न (2×2=4) पूछे जाएँगे	7	14
	ब	एक अपठित काव्यांश अधिकतम 120 शब्दों का इसके आधार पर एक अंकीय तीन बहुविकल्पी प्रश्न (1x3=3), अतिलघूत्तरात्मक एवं लघूत्तरात्मक प्रश्न (2×2=4) पूछे जाएँगे	7	
		खंड – ख (व्यावहारिक व्याकरण)		
2		व्याकरण के लिए निर्धारित विषयों पर विषयवस्तु का बोध, भाषिक बिंदु/ संरचना आदि पर अतिलघूत्तरात्मक प्रश्न	(1x16) कुल 20 प्रश्न पूछे जाएँगे, जिनमें से केवल 16 प्रश्नों के उत्तर देने होंगे		16
	अ	शब्द निर्माण उपसर्ग – 2 अंक, प्रत्यय – 2 अंक, समास – 4 अंक उपसर्ग-प्रत्यय- (5 में से 4 प्रश्न करने होंगे), समास (5 में से 4 प्रश्न करने होंगे)	8	

	ब	अर्थ की दृष्टि से वाक्य भेद – 4 अंक (5 में से 4 प्रश्न करने होंगे)	4	
	स	अलंकार – 4 अंक (शब्दालंकार : अनुप्रास, यमक, श्लेष) (5 में से 4 प्रश्न करने होंगे)	4	
3		**खंड – ग (पाठ्यपुस्तक एवं पूरक पाठ्यपुस्तक)**		
	अ	**गद्य खंड पाठ्यपुस्तक (क्षितिज (भाग 1)**	11	
	1	क्षितिज (भाग 1)से निर्धारित पाठों में से गद्यांश के आधार पर विषयवस्तु का ज्ञान, बोध, अभिव्यक्ति आदि पर एक अंकीय पाँच बहुविकल्पी प्रश्न पूछे जाएँगे। (1x5)	5	
	2	क्षितिज (भाग 1) से निर्धारित पाठों में से विषयवस्तु का ज्ञान, बोध, अभिव्यक्ति आदि पर तीन प्रश्न पूछे जाएँगे।(विकल्प सहित- 25-30 शब्द-सीमा वाले 4 में से 3 प्रश्न करने होंगे) (2x3)	6	
	ब	**काव्य खंड पाठ्यपुस्तक (क्षितिज (भाग 1)**	11	30
	1	क्षितिज (भाग 1) से निर्धारित कविताओं में से काव्यांश के आधार पर एक अंकीय पाँच बहुविकल्पी प्रश्न पूछे जाएँगे (1x5)	5	
	2	क्षितिज (भाग 1) से निर्धारित कविताओं के आधार पर विद्यार्थियों का काव्यबोध परखने हेतु तीन प्रश्न पूछे जाएँगे। (विकल्प सहित-25-30 शब्द-सीमा वाले 4 में से 3 प्रश्न करने होंगे) (2x3)	6	
	स	**पूरक पाठ्यपुस्तक (कृतिका भाग – 1)**	8	
		कृतिका (भाग 1) से निर्धारित पाठों पर आधारित दो प्रश्न पूछे जाएँगे। (4x2) (विकल्प सहित-50-60 शब्द-सीमा वाले 3 में से 2 प्रश्न करने होंगे)	8	
		खंड – घ (रचनात्मक लेखन)		
4	**लेखन**			
	क	विभिन्न विषयों और संदर्भों पर विद्यार्थियों के तर्कसंगत विचार प्रकट करने की क्षमता को परखने के लिए संकेत-बिंदुओं पर आधारित समसामयिक एवं व्यावहारिक जीवन से जुड़े हुए तीन विषयों में से किसी एक विषय पर लगभग 120 शब्दों में अनुच्छेद लेखन (6 x1 = 6)	6	20
	ख	अभिव्यक्ति की क्षमता पर केंद्रित औपचारिक अथवा अनौपचारिक विषयों में लगभग 100 शब्दों में किसी एक विषय पर पत्र। (5x1= 5)	5	
	ग	विविध विषयों पर आधारित लगभग 100 शब्दों में ई-मेल लेखन। (5x1= 5) **अथवा**	5	

		दिए गए विषय/शीर्षक आदि के आधार पर लगभग 100 शब्दों में लघुकथा लेखन। (5x1= 5)		
	घ	दिए गए विषय/परिस्थिति के आधार पर लगभग 80 शब्दों में संवाद लेखन। (4x1=4) **अथवा** व्यावहारिक जीवन से संबंधित विषयों पर आधारित लगभग 80 शब्दों में सूचना लेखन। (4x1=4)	4	
		कुल		**80**
		आंतरिक मूल्यांकन		20
	अ	सामयिक आकलन	5	
	ब	बहुविध आकलन	5	
	स	पोर्टफ़ोलियो	5	
	द	श्रवण एवं वाचन	5	
		कुल		**100**

निर्धारित पुस्तकें :

1. **क्षितिज, भाग–1,** एन.सी.ई.आर.टी., नई दिल्ली द्वारा प्रकाशित नवीनतम संस्करण
2. **कृतिका, भाग–1,** एन.सी.ई.आर.टी., नई दिल्ली द्वारा प्रकाशित नवीनतम संस्करण

नोट – निम्नलिखित पाठों से प्रश्न नहीं पूछे जाएँगे–

क्षितिज, भाग – 1	काव्य खंड	• केदारनाथ अग्रवाल - चंद्र गहना से लौटती बेर (पूरा पाठ) • चंद्रकांत देवताले – यमराज की दिशा (पूरा पाठ)
	गद्य खंड	• चपला देवी – नाना साहब की पुत्री देवी मैना को भस्म कर दिया गया (पूरा पाठ) • हजारीप्रसाद द्विवेदी – एक कुत्ता और एक मैना (पूरा पाठ)
कृतिका, भाग – 1		• विद्यासागर नौटियाल – माटी वाली (पूरा पाठ) • शमशेर बहादुर सिंह – किस तरह आखिरकार मैं हिंदी में आया (पूरा पाठ)

हिंदी कोर्स-अ (001)
पाठ्यक्रम (2025-26)
कक्षा 10वीं

खंड		भारांक	कालांश
क	अपठित बोध	14	30
ख	व्यावहारिक व्याकरण	16	35
ग	पाठ्यपुस्तक एवं पूरक पाठ्यपुस्तक	30	75
घ	रचनात्मक लेखन	20	40

- भारांक – {80 (वार्षिक परीक्षा) + 20 (आंतरिक परीक्षा)}

निर्धारित समय- 3 घंटे   **भारांक-80**

		वार्षिक बोर्ड परीक्षा हेतु भार विभाजन		
		खंड – क (अपठित बोध)		
		विषयवस्तु	**उप भार**	**कुल भार**
1		अपठित गद्यांश व काव्यांश पर बोध, चिंतन, विश्लेषण, सराहना आदि पर बहुविकल्पीय, अतिलघूतरात्मक एवं लघूतरात्मक प्रश्न		
	अ	एक अपठित गद्यांश लगभग 250 शब्दों का इसके आधार पर एक अंकीय तीन बहुविकल्पी प्रश्न (1x3=3), अतिलघूतरात्मक एवं लघूतरात्मक प्रश्न (2×2=4) पूछे जाएँगे	7	14
	ब	एक अपठित काव्यांश लगभग 120 शब्दों का इसके आधार पर एक अंकीय तीन बहुविकल्पी प्रश्न (1x3=3), अतिलघूतरात्मक एवं लघूतरात्मक प्रश्न (2×2=4) पूछे जाएँगे	7	
2		व्याकरण के लिए निर्धारित विषयों पर विषयवस्तु का बोध, भाषिक बिंदु/ संरचना आदि पर अतिलघूतरात्मक/लघूतरात्मक प्रश्न। (1x16) (कुल 20 प्रश्न पूछे जाएँगे, जिनमें से केवल 16 प्रश्नों के उत्तर देने होंगे)		
		खंड – ख (व्यावहारिक व्याकरण)		
	1	रचना के आधार पर वाक्य भेद (1x4=4) (5 में से 4 प्रश्न करने होंगे)	4	16
	2	वाच्य (1x4=4) (5 में से 4 प्रश्न करने होंगे)	4	
	3	पद परिचय (1x4=4) (5 में से 4 प्रश्न करने होंगे)	4	
	4	अलंकार- (अर्थालंकार : उपमा, रूपक, उत्प्रेक्षा, अतिशयोक्ति, मानवीकरण) (1x4=4) (5 में से 4 प्रश्न करने होंगे)	4	

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3		खंड – ग (पाठ्यपुस्तक एवं पूरक पाठ्यपुस्तक)		
	अ	**गद्य खंड पाठ्यपुस्तक (क्षितिज भाग 2)**	11	
		1	क्षितिज (भाग 2) से निर्धारित पाठों में से गद्यांश के आधार पर विषयवस्तु का ज्ञान, बोध, अभिव्यक्ति आदि पर एक अंकीय पाँच **बहुविकल्पी प्रश्न** पूछे जाएँगे। (1x5)	5	
		2	क्षितिज (भाग 2) से निर्धारित पाठों में से विषयवस्तु का ज्ञान, बोध, अभिव्यक्ति आदि पर तीन प्रश्न पूछे जाएँगे।(विकल्प सहित- 25-30 शब्द-सीमा वाले 4 में से 3 प्रश्न करने होंगे) (2x3)	6	
	ब	**काव्य खंड (पाठ्यपुस्तक) (क्षितिज भाग 2)**	11	30
		1	क्षितिज(भाग 2) से निर्धारित कविताओं में से काव्यांश के आधार पर एक अंकीय पाँच **बहुविकल्पी प्रश्न** पूछे जाएँगे (1x5)	5	
		2	क्षितिज (भाग 2) से निर्धारित कविताओं के आधार पर विद्यार्थियों का काव्यबोध परखने हेतु तीन प्रश्न पूछे जाएँगे। (विकल्प सहित-25-30 शब्द-सीमा वाले 4 में से 3 प्रश्न करने होंगे) (2x3)	6	
	स	**पूरक पाठ्यपुस्तक (कृतिका भाग – 2)**	8	
		कृतिका (भाग 2) से निर्धारित पाठों पर आधारित दो प्रश्न पूछे जाएँगे। (4x2) (विकल्प सहित-50-60 शब्द-सीमा वाले 3 में से 2 प्रश्न करने होंगे)	8	
4		खंड – घ (रचनात्मक लेखन)		
	i	विभिन्न विषयों और संदर्भों पर विद्यार्थियों के तर्कसंगत विचार प्रकट करने की क्षमता को परखने के लिए संकेत-बिंदुओं पर आधारित समसामयिक एवं व्यावहारिक जीवन से जुड़े हुए तीन विषयों में से किसी एक विषय पर लगभग 120 शब्दों में अनुच्छेद लेखन (6 x1 = 6)	6	
	ii	अभिव्यक्ति की क्षमता पर केंद्रित औपचारिक अथवा अनौपचारिक विषयों में से किसी एक विषय पर लगभग 100 शब्दों में पत्र (5 x 1 = 5)	5	20
	iii	रोजगार से संबंधित रिक्तियों के लिए लगभग 80 शब्दों में स्ववृत्त लेखन (5 x 1= 5) अथवा विविध विषयों पर आधारित लगभग 80 शब्दों में ई-मेल लेखन (5 x 1 = 5)	5	
	iv	विषय से संबंधित लगभग 40 शब्दों के अंतर्गत विज्ञापन लेखन (4 x 1 = 4) अथवा	4	

		संदेश लेखन लगभग 40 शब्दों में (शुभकामना, पर्व-त्योहारों एवं विशेष अवसरों पर दिए जाने वाले संदेश) (4 x 1 = 4)		
		कुल		80
		आंतरिक मूल्यांकन	अंक	20
अ		सामयिक आकलन	5	
ब		बहुविध आकलन	5	
स		पोर्टफ़ोलियो	5	
द		श्रवण एवं वाचन	5	
		कुल		100

निर्धारित पुस्तकें :

1. **क्षितिज, भाग–2,** एन.सी.ई.आर.टी., नई दिल्ली द्वारा प्रकाशित नवीनतम संस्करण

2. **कृतिका, भाग–2,** एन.सी.ई.आर.टी., नई दिल्ली द्वारा प्रकाशित नवीनतम संस्करण

नोट – निम्नलिखित पाठों से प्रश्न नहीं पूछे जाएँगे–

क्षितिज, भाग – 2	काव्य खंड	• देव- सवैया, कवित्त (पूरा पाठ)
		• गिरिजाकुमार माथुर – छाया मत छूना (पूरा पाठ)
		• ऋतुराज – कन्यादान (पूरा पाठ)
	गद्य खंड	• महावीरप्रसाद द्विवेदी – स्त्री-शिक्षा के विरोधी कुतर्कों का खंडन (पूरा पाठ)
		• सर्वेश्वर दयाल सक्सेना- मानवीय करुणा की दिव्य चमक (पूरा पाठ)
कृतिका, भाग – 2		• एही ठैयाँ झुलनी हेरानी हो रामा! (पूरा पाठ)
		• जार्ज पंचम की नाक (पूरा पाठ)

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कक्षा नवमी

खंड		भारांक	कालांश
क	अपठित बोध	14	30
ख	व्यावहारिक व्याकरण	16	35
ग	पाठ्यपुस्तक एवं पूरक पाठ्यपुस्तक	30	75
घ	रचनात्मक लेखन	20	40

● भारांक – {80 (वार्षिक परीक्षा) + 20 (आंतरिक परीक्षा)}

निर्धारित समय- 3 घंटे   भारांक-80

		वार्षिक बोर्ड परीक्षा हेतु भार विभाजन		
		खंड – क (अपठित बोध)		
		विषयवस्तु	उपभार	कुल भार
1		अपठित गद्यांश पर बोध, चिंतन, विश्लेषण, सराहना आदि पर बहुविकल्पीय, अतिलघूत्तरात्मक एवं लघूत्तरात्मक प्रश्न		
	i	दो अपठित गद्यांश लगभग 200 शब्दों के । एक अंकीय तीन बहुविकल्पी प्रश्न (1×3=3) पूछे जाएँगे अतिलघूत्तरात्मक एवं लघूत्तरात्मक प्रश्न (2×2=4) पूछे जाएँगे	7+7	14
		खंड – ख (व्यावहारिक व्याकरण)		
2		व्याकरण के लिए निर्धारित विषयों पर विषयवस्तु का बोध, भाषिक बिंदु/ संरचना आदि पर अतिलघूत्तरात्मक प्रश्न	(1×16) कुल 20 प्रश्न पूछे जाएँगे, जिनमें से केवल 16 प्रश्नों के उत्तर देने होंगे			
	i	शब्द और पद (2 अंक) (1×2=2) (3 में से 2 प्रश्न)	2	16
	ii	अनुस्वार (1 अंक), अनुनासिक (1 अंक) (3 में से 2 प्रश्न)	2	
	iii	उपसर्ग (2 अंक), प्रत्यय (2 अंक) (5 में से 4 प्रश्न)	4	
	iv	स्वर संधि (3 अंक) (4 में से 3 प्रश्न)	3	

	v	विराम चिह्न (2 अंक) (3 में से 2 प्रश्न)	2	
	vi	अर्थ की दृष्टि से वाक्य भेद (3 अंक) (4 में से 3 प्रश्न)	3	
3		**खंड – ग (पाठ्यपुस्तक एवं पूरक पाठ्यपुस्तक)**		
	अ	**गद्य खंड (पाठ्यपुस्तक)**	11	
	1	स्पर्श (भाग-1) से निर्धारित पाठों में से गद्यांश के आधार पर विषयवस्तु का ज्ञान, बोध, अभिव्यक्ति आदि पर एक अंकीय पाँच **बहुविकल्पीय** प्रश्न पूछे जाएँगे। (1x5)	5	
	2	स्पर्श (भाग-1) से निर्धारित पाठों में से विषयवस्तु का ज्ञान, बोध, अभिव्यक्ति आदि पर तीन प्रश्न पूछे जाएँगे (25-30 शब्द-सीमा) (विकल्प सहित 4 में से 3 प्रश्न करने होंगे) (2x3)	6	
	ब	**काव्य खंड (पाठ्यपुस्तक)**	11	30
	1	स्पर्श (भाग-1) से निर्धारित कविताओं में से काव्यांश के आधार पर एक अंकीय पाँच **बहुविकल्पीय** प्रश्न पूछे जाएँगे (1x5)	5	
	2	स्पर्श (भाग-1) से निर्धारित कविताओं के आधार पर विद्यार्थियों का काव्यबोध परखने हेतु तीन प्रश्न पूछे जाएँगे (25-30 शब्द-सीमा)। (विकल्प सहित 4 में से 3 प्रश्न करने होंगे) (2x3)	6	
	स	**पूरक पाठ्यपुस्तक कृतिका भाग – 1**	8	
		संचयन (भाग-1) से निर्धारित पाठों पर आधारित दो प्रश्न पूछे जाएँगे (50-60 शब्द-सीमा)। (विकल्प सहित 3 में से 2 प्रश्न करने होंगे) (4x2)	8	
		खंड – घ (रचनात्मक लेखन)		
2	**लेखन**			
	क	विभिन्न विषयों और संदर्भों पर विद्यार्थियों के तर्कसंगत विचार प्रकट करने की क्षमता को परखने के लिए संकेत-बिंदुओं पर आधारित समसामयिक एवं व्यावहारिक जीवन से जुड़े हुए तीन विषयों में से किसी एक विषय पर लगभग 120 शब्दों में अनुच्छेद लेखन (5×1)	5	
	ख	अभिव्यक्ति की क्षमता पर केंद्रित अनौपचारिक विषयों में लगभग 100 शब्दों में किसी एक विषय पर पत्र। (5x1)	5	20
	ग	किसी दृश्य/घटना के चित्र पर आधारित लेखन (5x1) (लगभग 100 शब्दों में) (बिना किसी विकल्प के)	5	

घ	भाव एवं दृश्य संकेतो के आधार पर संवाद लेखन (लगभग 100 शब्दों में) (5x1) (विकल्प सहित)		5	
		कुल		**80**
	आंतरिक मूल्यांकन			20
अ	सामयिक आकलन		5	
ब	बहुविध आकलन		5	
स	पोर्टफ़ोलियो		5	
द	श्रवण एवं वाचन		5	
	कुल			**100**

निर्धारित पुस्तकें:

1.   **स्पर्श**, **भाग–1**, एन.सी.ई.आर.टी., नई दिल्ली द्वारा प्रकाशित नवीनतम संस्करण
2.   **संचयन**, **भाग–1**, एन.सी.ई.आर.टी., नई दिल्ली द्वारा प्रकाशित नवीनतम संस्करण

❖   नोट : निम्नलिखित पाठों से प्रश्न नहीं पूछे जाएँगे–

स्पर्श(भाग –1)	- धर्म की आड़ (पूरा पाठ) - आदमीनामा (पूरा पाठ) - एक फूल की चाह (पूरा पाठ)
संचयन (भाग–1)	- हामिद खाँ (पूरा पाठ) - दिये जल उठे (पूरा पाठ)

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खंड		भारांक	कालांश
क	अपठित बोध	14	30
ख	व्यावहारिक व्याकरण	16	35
ग	पाठ्यपुस्तक एवं पूरक पाठ्यपुस्तक	30	75
घ	रचनात्मक लेखन	20	40

- भारांक – {80 (वार्षिक परीक्षा) + 20 (आंतरिक परीक्षा)}

निर्धारित समय- 3 घंटे   भारांक-80

	वार्षिक बोर्ड परीक्षा हेतु भार विभाजन		
	खंड – क (बहुविकल्पी प्रश्न)		
	विषयवस्तु	उप भार	कुल भार
1	अपठित गद्यांश पर बोध, चिंतन, विश्लेषण, सराहना आदि पर बहुविकल्पीय, अतिलघूत्तरात्मक एवं लघूत्तरात्मक प्रश्न		
अ	दो अपठित गद्यांश लगभग 200 शब्दों के। एक अंकीय तीन बहुविकल्पी प्रश्न (1x3=3) पूछे जाएँगे अतिलघूत्तरात्मक एवं लघूत्तरात्मक प्रश्न (2×2=4) पूछे जाएँगे	7+7	14
	खंड – ख (व्यावहारिक व्याकरण)		
2	व्याकरण के लिए निर्धारित विषयों पर विषयवस्तु का बोध, भाषिक बिंदु/ संरचना आदि पर अतिलघूत्तरात्मक/लघूत्तरात्मक प्रश्न। (1x16) (कुल 20 प्रश्न पूछे जाएँगे, जिनमें से केवल 16 प्रश्नों के उत्तर देने होंगे)		16
	1 पदबंध (1x4=4) (5 में से 4 प्रश्न करने होंगे)	4	
	2 रचना के आधार पर वाक्य रूपांतरण (1x4=4) (5 में से 4 प्रश्न करने होंगे)	4	
	3 समास (1x4=4) (5 में से 4 प्रश्न करने होंगे)	4	
	4 मुहावरे (1x4=4) (5 में से 4 प्रश्न करने होंगे)	4	
3	**खंड – ग (पाठ्यपुस्तक एवं पूरक पाठ्यपुस्तक)**		
अ	**गद्य खंड (पाठ्यपुस्तक)**	11	

	1	स्पर्श (भाग-2) से निर्धारित पाठों में से गद्यांश के आधार पर विषयवस्तु का ज्ञान, बोध, अभिव्यक्ति आदि पर एक अंकीय पाँच **बहुविकल्पी** प्रश्न पूछे जाएँगे। (1x5)	5	
	2	स्पर्श (भाग-2) से निर्धारित पाठों में से विषयवस्तु का ज्ञान, बोध, अभिव्यक्ति आदि पर तीन प्रश्न पूछे जाएँगे।(विकल्प सहित- 25-30 शब्द-सीमा वाले 4 में से 3 प्रश्न करने होंगे) (2x3)	6	
ब		**काव्य खंड (पाठ्यपुस्तक)**	11	
	1	स्पर्श (भाग-2) से निर्धारित कविताओं में से काव्यांश के आधार पर एक अंकीय पाँच **बहुविकल्पी** प्रश्न पूछे जाएँगे (1x5)	5	28
	2	स्पर्श (भाग-2) से निर्धारित कविताओं के आधार पर विद्यार्थियों का काव्यबोध परखने हेतु तीन प्रश्न पूछे जाएँगे। (विकल्प सहित-25-30 शब्द-सीमा वाले 4 में से 3 प्रश्न करने होंगे) (2x3)	6	
स		**पूरक पाठ्यपुस्तक संचयन भाग – 2**	6	
		संचयन (भाग-2) से निर्धारित पाठों पर आधारित दो प्रश्न पूछे जाएँगे। (3x2) (विकल्प सहित-50-60 शब्द-सीमा वाले 3 में से 2 प्रश्न करने होंगे)	6	
खंड – घ (रचनात्मक लेखन)					
i	विभिन्न विषयों और संदर्भों पर विद्यार्थियों के तर्कसंगत विचार प्रकट करने की क्षमता को परखने के लिए संकेत-बिंदुओं पर आधारित समसामयिक एवं व्यावहारिक जीवन से जुड़े हुए तीन विषयों में से किसी एक विषय पर लगभग 120 शब्दों में अनुच्छेद लेखन (5×1)			5	
ii	अभिव्यक्ति की क्षमता पर केंद्रित औपचारिक विषयों में से किसी एक विषय पर लगभग 100 शब्दों में पत्र (विकल्प सहित) (5×1)			5	
iii	व्यावहारिक जीवन से संबंधित विषयों पर आधारित लगभग 60 शब्दों में सूचना लेखन। (विकल्प सहित) (4×1)			4	22
iv	विषय से संबंधित लगभग 40 शब्दों के अंतर्गत विज्ञापन लेखन (विकल्प सहित) (3×1)			3	
v	विविध विषयों पर आधारित लगभग 80 शब्दों में ई-मेल लेखन (5×1) अथवा दिए गए विषय/शीर्षक आदि के आधार पर लगभग 100 शब्दों में लघुकथा लेखन (5×1)			5	

			कुल		**80**
		आंतरिक मूल्यांकन		अंक	20
	अ	सामयिक आकलन		5	
	ब	बहुविध आकलन		5	
	स	पोर्टफ़ोलियो		5	
	द	श्रवण एवं वाचन		5	
		कुल			**100**

निर्धारित पुस्तकें :
1. **स्पर्श**, भाग–2, एन.सी.ई.आर.टी., नई दिल्ली द्वारा प्रकाशित नवीनतम संस्करण
2. **संचयन**, भाग–2, एन.सी.ई.आर.टी., नई दिल्ली द्वारा प्रकाशित नवीनतम संस्करण

❖ **नोट : निम्नलिखित पाठों से प्रश्न नहीं पूछे जाएँगे।**

पाठ्य पुस्तक स्पर्श, भाग–2

बिहारी–दोहे (पूरा पाठ)

महादेवी वर्मा– मधुर–मधुर मेरे दीपक जल (पूरा पाठ)

अंतोन चेखव– गिरगिट (पूरा पाठ)

पूरक पुस्तक संचयन, भाग–2

पुस्तक में कोई परिवर्तन नहीं। कोई भी पाठ नहीं हटाया गया है।

संस्कृत पाठ्यक्रम

कक्षा 9वीं एवं 10वीं

संस्कृत महत्व

मानव को मानव के रूप में स्थापित करने में तथा उसके अस्तित्व की पहचान कराने की प्रक्रिया में देश, संस्कृति, भाषा, मूल्यों, तथा ज्ञान-विज्ञान की परम्परा बहुत महत्वपूर्ण होती है। इनसे अंतः क्रिया करते हुए तथा आत्मसात करते हुए वह इस
परम्परा को अपने सान्निध्य से गौरवान्वित करता है और अपनी पहचान को परिभाषित करता है। मानव के अस्तित्व के परिचायक के रूप में भाषा अत्यंत महत्वपूर्ण भूमिका का निर्वाह करती है। भारतीय परिप्रेक्ष्य में संस्कृत ही वह भाषा है जो आदि काल से मानव का संस्कार करती आ रही है और वर्तमान समय में भी उसकी उपादेयता तथा प्रासंगिकता निर्विवाद रूप से अतुलनीय है, सार्वभौमिक है तथा कालसापेक्ष है।

संस्कृत विश्व की वह प्राचीनतम भाषा है जिसका समृद्ध साहित्य एवं ज्ञान-विज्ञान मानव तथा समाज का सदैव मार्गदर्शन करता आ रहा है। वैदिक काल से लेकर आज तक समस्त ज्ञान-विज्ञान, चिंतन-मनन एवं सभ्यता-संस्कृति का आधार संस्कृत भाषा ही रही है। वेद वेदांग, दर्शन, धर्मशास्त्र आदि के साथ-साथ इस भाषा में वैज्ञानिक विषयों का भी ज्ञान प्राप्त होता है तथा जीव विज्ञान, भौतिकी, रसायन शास्त्र, आयुर्वेद, धनुर्वेद, भू-विज्ञान, खगोल विज्ञान, ज्योतिष्विज्ञान, नक्षत्र-विज्ञान, रत्न-विज्ञान, विमान-विज्ञान, वास्तु-विज्ञान, शिल्प-विज्ञान, सैन्य-विज्ञान आदि अनेक विषयों पर चिंतन हेतु विवेचन उपलब्ध है। जो वर्तमान परिप्रेक्ष्य में मानव का मार्गदर्शन करने में सक्षम है।

ज्ञान की सार्थकता तभी सिद्ध होती है जब मानव जीवन संस्कार युक्त हो अतः शिक्षा की जीवन में अहम भूमिका होती है। शिक्षासाधिका के रूप में ज्ञान का व्यक्तित्व के साथ समन्वय स्थापित करती है। प्राचीन वैदिक शिक्षा इसी आदर्श पर आधारित थी, इसलिये ज्ञान-विज्ञान एवं संस्कृति सम्पोषित होती रही है। काल के प्रवाह के साथ होने वाले परिवर्तनों के कारण बदलती परिस्थितियों में भी भारतीय शिक्षा पद्धति का प्रभाव कम नही हो पाया। अतः वैदिक साहित्य में निहित मूल्यों एवं आदर्शों को पुनः सम्पोषित करने के लिये तथा प्रत्येक भारतीय को उसकी संस्कृति से जोड़ने के लिये संस्कृत का अध्ययन अनिवार्य है। बदलते परिवेश में अपनी वैज्ञानिकता तथा तार्किक संरचना के कारण संस्कृत धरती पर बोली जाने वाली सबसे शुद्ध भाषा है, इसकी तार्किक व्यवस्था के कारण इसे कम्प्यूटर की भाषा के रूप में भी स्वीकार किया गया है। अतः आवश्यक है कि इस भाषा में उपलब्ध अमूल्य ज्ञान को अन्य विषयों के साथ इस प्रकार अनुस्यूत किया जाय कि पढ़ने वाला संस्कृत के महत्व को समझ पाए तथा उसमें उपलब्ध ज्ञान प्राप्ति के प्रति उन्मुख हो।

संस्कृत भाषा पाठ्यक्रम का आधार एवं अन्य बोर्ड से वैभिन्य

संस्कृत भाषा का पाठ्यक्रम का आधार एवं विषयवस्तु हमारी भारतीय संस्कृति मे उपलब्ध विशाल ज्ञान सामग्री है, इस प्रक्रिया में हमने प्रयास किया है कि भारतीय ज्ञान के साथ उसमे निहित मूल्यों तथा परम्पराओं से छात्रों को अवगत कराया जाय।
कक्षा प्रथम से ही विद्यार्थी के स्मरणशक्तिवर्धन हेतु अष्टाध्यायी स्मरण का समावेष किया गया है।

विद्यार्थी के चारित्रिक, एवं व्यवहारिक उन्नति के लिए, रामायण, महाभारत इत्यादि महाकाव्यों से कुछ अंश भी समावेष किया गया है ।

विश्व को देखने की विशिष्ट दृष्टि हमको योगदर्शन आदि षड्दर्शनों से प्राप्त होती है उसका भी कुछ अंश इसमें उद्धृत किया गया है।

शारीरिक एवं मानसिक रुप से विद्यार्थी पूर्णतः स्वस्थ रहे इस दृष्टिकोण से आयुर्वेद के विशिष्ट अध्यायों का भी समावेष है।

श्रीमद्भगवद्गीता स्मृतिग्रन्थनितीष्लोकाः पन्चतन्त्र इत्यादि से शिक्षा प्रद कथा एवं श्लोकों का भी उद्धहरण विद्यार्थी के आयुनुसार उस-उस कक्षा में स्थापित किया है जिसकी स्मृति से विद्यार्थी जीवन में सदा सुमार्ग पर चले।

साहित्य को समझना एक साधना है (टैगोर) जो व्यक्तित्व को परिष्कृत करती है उसमें रचनात्मकता को जागृत करती है तथा उसे आनंद से जोड़ती है, संस्कृत का वृहत साहित्य वह अवसर उपलब्ध करा सके, यह प्रयास किया गया है।

भाषा प्रयोग की स्पष्टता हेतु उसकी संरचनात्मक विशिष्टता को समझने के लिये व्याकरण की पाठ्यक्रम में इस प्रकार व्यवस्था की गई है कि छात्र वैचारिक स्तर पर भाषा के संकोच का अनुभव न करे तथा सहज रूप से रचनात्मक अभिव्यक्ति की ओर संलग्न हो सके।

सभी भाषाओं की जननी होने के कारण अन्य क्षेत्रीय भाषाओं के शब्दों के स्पष्टीकरण की प्रक्रिया में उनकी विस्तारित व्याख्या के द्वारा संस्कृत के महत्व एवं सार्वभौमिकता को स्थापित करने का प्रयास किया गया है जो राष्ट्रीय एकत्व की भावना को सम्पोषित करती है।

इसके साथ ही प्रयास किया गया है कि संस्कृत भाषा मे उपलब्ध विज्ञान अथवा दूसरे विषय सम्बंधी ज्ञान के लिए संस्कृत भाषा को आधार बनाया जाए न कि अंग्रेजी या अन्य किसी भाषा मे किये गये अनुवाद को। छात्रों में ज्ञान तथा मूल्यों के प्रति स्वीकार्यता, उपादेयता तथा प्रासंगिकता को सुनिश्चित करने के प्रयास में उपलब्ध नवीन तकनीकों के साथ सामंजस्य स्थापित करने का प्रयास किया गया है, यही उद्देश्यों के निर्धारण का आधार है, हमने प्रयास किया है कि छात्र –

- प्रत्येक कक्षा मे एक नया वैदिक मंत्र सीखें तथा पूरे सत्र में अध्यापक उससे सम्बंधी क्रियायें कक्षा में इस प्रकार करवाएं कि छात्र उसमे अंतर्निहित भाव को आत्मसात् कर पाए, इस प्रकार प्रत्येक कक्षा में नया मंत्र सीख कर, उसका भाव समझ कर, तथा उसकी प्रासंगिकता आज के परिप्रेक्ष्य में समझ कर छात्रों से एक सभ्य समाज की स्थापना की आशा की जा सकती है,

- संस्कृत की कक्षाओं की संख्या किसी भी स्थिति मे अन्य भाषाओं से कम नही हो, इस दृष्टि से पाठ्यक्रम निर्माण किया गया है,

- कक्षा एक से संस्कृत की पाठ्यक्रम में उपस्थिति भाषा के महत्व को स्वतः सिद्ध करती है,

- प्राथमिक स्तर पर कक्षा तृतीय तक केवल मौखिक परीक्षा का प्रावधान तथा अन्य कक्षाओं में भी कुछ प्रतिशत मौखिक परीक्षा की व्यवस्था की गई है,

- नीति श्लोको की पाठ्यक्रम में स्थिति आज के समाज में व्याप्त मूल्य सम्बंधी अनेकों दुविधाओं के स्पष्टीकरण के लिए आवश्यक है,

- इसी प्रकार प्रत्येक अध्याय भारतीय संस्कृति, ज्ञान तथा मूल्यों से प्रेरित है, इस प्रक्रिया में जिन ग्रंथों का आश्रय लिया गया है वे इस प्रकार हैं—
वेद–ऋग्वेद, अथर्ववेद, यजुर्वेद, पंचतंत्र, हितोपदेशः, चाणक्यनीति, भर्तृहरेः नीतिश्लोकाः शीशुपालवध महाकाव्यम्, महाभारत, रघुवंशः नैषधमहाकाव्यम्, गीता, मनुस्मृतिः, ईशावास्योपनिषद, अथर्ववेद, नीतिशतक, छांदोग्य उपनिषद, अभिज्ञानशाकुंतलम्, केनोपनिषद, कठोपनिषद, कादम्बरी, दशकुमारचरितम्, ऋषि भारद्वाज प्रणीतम विमानशास्त्रम्, आयुर्वेदविज्ञानम्, मुण्डकोपनिषद, श्वेताश्वतर उपनिषद, गीत-गोविंदम् (जयदेव) दशावतारस्तुतिः, सन्मतिर्दीयताम्

    श्री ओमप्रकाश ठाकुर, शिवराज विजयः, हर्षचरितम्—बाणभट्टः योगदर्शनम् साधनपाद, तर्कसंग्रहः, आर्यभटः, भास्करचार्यः द्रवराहमिहिर इत्येतेषाम् वैज्ञानिकानाम् योगदानम्, चरकसंहिता, कौटिल्य–अर्थशास्त्रम्, उत्तररामचरितम, स्वप्नवासवदत्तम्, पुरंध्री पञ्चकम आदि।

विजन / दृष्टि:

असतो मा सद्गमय तमसो मा ज्योतिर्गमय

अंधकारात प्रकाशम प्रति एवम् अज्ञानात् ज्ञानम् प्रति गतिः भवेत्, इदमेव जीवनस्योद्देश्यम्,

संस्कृतमेव सा भाषा यत्रोपलब्धम् विशालज्ञानम् न केवलम् मानवजीवनस्य दिशानिर्देशम् करोति अपितु आत्मोन्नत्यर्थम् प्रेरितम् करोति, अतः भारतीयज्ञानस्य, साहित्य-कला संस्कृतेश्च संरक्षणार्थम् संस्कृतभाषायाः विविधतत्त्वानां बोधस्य प्रचारणं प्रसारणं च आवश्यकं, अपि च संस्कृतं प्रति स्वीकार्यतां निश्चयार्थम् संस्कृते उपलब्ध-ज्ञानस्य वर्तमानसंदर्भे प्रासंगिकता स्थापितव्या।

- संस्कृतं प्रति अस्माकं संकल्पः भवेत् यत्—
- संस्कृत भाषां अधिगंतुम जिज्ञासा अनुरागः च उत्पन्नोभवते,
- संस्कृत भाषा शिक्षणेन उपलब्ध भारतीयज्ञानस्य एवं सांस्कृतिक–परम्परायाः संरक्षणम् संवर्धनं च भवेत्।
- संस्कृतभाषा शिक्षणेन आधुनिक–परिप्रेक्ष्ये भारतीयसांस्कृतिक–मूल्यानाम् प्रासंगिकता प्रतिस्थापिता भवेत्।
- उपलब्ध तकनीकसाहाय्येन संस्कृत–भाषाधिगमं सरलं, सुलभं, रुचिकरं च, भवेत्।
- संस्कृत भाषा शिक्षणेन छात्राणाम वैचारिक क्षमतायाः विकासो भवेत्।
- बृहत्तर–उद्देश्यानि
- संस्कृत भाषाज्ञानं भाषाप्रयोगाधारितं भवेत्।
- भाषाप्रयोगाय उपलब्ध पारम्परिक प्रयोगस्य आधुनिक परिस्तितिथिभिः सह समन्वयो स्थापित व्यः।
- संस्कृत–शिक्षणेन संस्कृते निहितम् उपलब्धज्ञान–विज्ञानस्य मूल्यानां च समन्वयः भवेत्।
- संस्कृत–भाषायाः संरचनात्मक–विशिष्टतायाः संरक्षणं, अपि च आधुनिक–परिप्रेक्ष्ये स्पष्टीकरणं भवेत्।
- संस्कृत–भाषाव्याकरणं शिक्षणं भाषा प्रयोगे आधारितं भवेत्।
- संस्कृतभाषा–शिक्षणे शब्दकोषज्ञानं नवीनशब्दनिर्माण–विषयकः अभ्यासः च वांछनीयः।
- सम्प्रति उपलब्ध तकनीकमाधृत्य भाषा धिगम सम्बंधी सामग्री–निर्माणः प्रयोगः च वांछनीयः।

पाठ्यक्रम (2025-26)
कक्षा नवमी

आहत्य - अङ्काः. **80+20**

पाठ्यक्रम–निर्देशाः

1. पुस्तके 12–15 पाठाः भविष्यन्ति।
2. प्रत्येकम् पाठः 2–2 पृष्ठयोः भविष्यति।
3. पाठ्यविषयवस्तुरूपेण –
   - रोचिकाः कथाः
   - सम्वादाः
   - लघुनाटकानि
   - लघुनिबन्धाः
   - नीतिश्लोकाः
   - प्रकृतिवर्णनम्
   - महापुरुषाणाम् जीवनचरित्राणि
   - वेदानाम् (सामाजिक–समरसतायै) मन्त्राः / सूक्तयः
   - गेयानि ललितपद्यानि
   - उपनिषदाम् सन्देशाः कथारूपेण, सूक्तिरूपेण वा।
4. व्याकरणम् – अनुप्रयुक्तव्याकरणम् पाठनीयम्। व्याकरणबिन्दवः पाठनीयेषु पाठेषु सुन्दररूपेण सहजरूपेण समाविष्टाः करणीयाः।
5. रचनात्मक–कार्यम्
6. पत्रलेखनस्य अभ्यासः – औपचारिकध्अनौपचारिकपत्राणि
7. चित्रवर्णनम् – प्रदत्तचित्रं दृष्ट्वा पञ्चवाक्यानाम् निर्माणम्।
8. संस्कृते अनुवादः दृ पञ्च हिन्दी अथवा कस्यामपि क्षेत्रीयभाषायाम् दत्तानाम् वाक्यानाम् संस्कृतानुवादः।
9. अपठित-अवबोधनम् – केचन अपठिताः अनुच्छेदाः अभ्यासाय चयनीयाः, ये सरलाः स्युः। छात्राः अवगन्तुं समर्थाः भवेयुः। अनुच्छेदेषु नैतिकमूल्यानि, भारतीयज्ञानेन सम्बद्धानि तथ्यानि आधुनिकविषयाणाम् च समावेशः करणीयः।
   - पाठ्यपुस्तकम् – 50 अंकाः
   - व्याकरण रचना च – 50 अंकाः
   - द्वयोः कक्षयोः एकम् पाठ्यपुस्तकम् अन्यत् च अभ्यासपुस्तकम् भवितव्यम्।
   - तृतीयम् एकम् द्रुतगत्या पठनाय एकम् पुस्तकम् अपि भवितव्यम्। येन छात्राः अतिरिक्तपठनाय अवसरं प्राप्स्यति।

माध्यमिकस्तरस्य कृते कालांश संख्या अधिभारः च		
	कालांश संख्या –195	अधिभारः अंकाः– 100
1. अपठित–अवबोधनम्	25	15
2. रचनात्मक–कार्यम् (पत्रम् चित्रवर्णनम् अनुवादकार्यम्)	35	20
3. अनुप्रयुक्तं व्याकरणम्	55	30
4. पठित–अवबोधनम्	80	35

Syllabus	Learning Outcomes	No. of periods (45 min each)	Weightage
1.मङ्गलाचरणपरकस्तोत्रम — वागाम्भृणीसूक्तम् / सूर्यसूक्तम् / उपस्सूक्तम् / सरमापाणिसंवादसूक्तम् ।	वेदमन्त्राानधीत्य संस्कारसंवर्धनम भविष्यति ।		
2. महापुरुषाणां जीवनचरितम — योगेश्वरश्रीकृष्णः / स्वामीश्रद्धानन्दः ।	महापुरुषजीवनमाश्रित्य संस्कारवन्तो भविष्यन्ति ।		
3. नैतिक—कथा — भरतविलापः ।	शिक्षाप्रदकथा माध्यमेन सच्चरित्राका उत्सुकाश्च भविष्यन्ति । उत्साहादिभावा विद्यार्थिषूत्पन्ना भविष्यन्ति ।		
4. संस्कृतकवेः वैयाकरणस्य च परिचयः— महर्षिवेदव्यासः / भासः / कालिदासः / वार्तिककार—कात्यायनः / भाष्यकार—पतंजलिः ।			
5. नाटकम — दूतवाक्यम् / कर्णभारम् ।	उत्साहादिभावा विद्यार्थिषूत्पन्ना भविष्यन्ति ।		
6. आयुर्वेदस्य त्रय उपस्तम्भाः / त्रिदोषसिद्धान्तः ।	हृदयोल्लासवार्ताभिः पाठे रुचिर्भविष्यति ।		
7. मूलरामायणम्— 100 श्लोकाः—1—50 ।	पद्यान्याश्रित्य संस्कारवन्तो मनशक्तेः संवर्धनच भविष्यति ।		
8. शास्त्रस्मरणं प्रबोधश्चः— धातुपाठ — भ्वादिगणपर्यन्तम् । गीता— 8, 9 एवं 10 । उपनिषद्—प्रश्न ।	स्मृतिशक्तेर्वधनम		
9.दार्शनिकविषयः— वैशेषिकदर्पनस्य प्रमुखसिद्धान्ताः (षट्पदार्था.) प्रवर्तकः प्रमुखाचार्याश्च ।	पदार्थान् द्रष्टुं नूतना दृष्टिः स्मृतौ भविष्यति ।		
10. मनुस्मृतिः अभिवादनविषयः / वर्णाश्रमाणां परिचयः ।	पद्यान्याश्रित्य संस्कारवन्तो मनशक्तेः संवर्धनन्च भविष्यति ।		
11. नीतिपद्यानि— भर्तृहरि, चाणक्य, विदुर आदिभिः लिखितेभ्यः ग्रन्थेभ्यः 8—10	पद्यान्याश्रित्य संस्कारवन्तो मनशक्तेः संवर्धनन्च भविष्यति ।		
मध्यसिद्धान्तकौमुदी	संस्कृतव्याकरणविषयेऽवबोधे भविष्यति ।		
12. आरम्भतः प्रत्ययप्रकरणपर्यन्तम् ।	संस्कृतव्याकरणविषयेऽवबोधे भविष्यति ।		
13. निबन्धलेखनम	अनुवादम् कर्तुं समर्था भविष्यन्ति प्रयतिष्यन्ते च ।		
14. संस्कृतानुवादः	अनुवादम् कर्तुं समर्था भविष्यन्ति प्रयतिष्यन्ते च ।		
15. धातुरूपपपब्दरूपस्मरणम् ।	अनुवादम् कर्तुं समर्था भविष्यन्ति प्रयतिष्यन्ते च ।		
16. समासाः — अव्ययीभावः / तत्पुरुषः / द्विगुः ।	संस्कृतव्याकरणविषयेऽवबोधे भविष्यति ।		

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17. कारकप्रकरणम्।	अनुवादम् कर्तुं समर्था भविष्यन्ति प्रयतिष्यन्ते च ।		
18. संख्या – 1– 100	अनुवादम् कर्तुं समर्था भविष्यन्ति प्रयतिष्यन्ते च ।		
19. उपसर्गाः प्र, परा, अप, इत्यादयः।	संस्कृतव्याकरणविषयेऽवबोधे भविष्यति ।		
20. कारण– उपपदविभक्तिप्रकरणम्।	संस्कृतव्याकरणविषयेऽवबोधे भविष्यति ।		
21. अपुद्धिसंपोधनम् (वचन–लिङ्ग– पुरुप– लकार– विभक्तिदृष्ट्या संपोधनम)	अनुवादम् कर्तुं समर्था भविष्यन्ति प्रयतिष्यन्ते च ।		

कक्षा दशमी
संस्कृत कोर्स-अ (002)
पाठ्यक्रम (2025-26)

	चयनित 60 सिद्धियाँ		
1	कुण्डेन अटन्	31	ओदनं पेचिवान्
2	निर्मेक्षिकम्	32	नटमाघ्नानः
3	इतिपाणिनि	33	चतूरात्रः
4	पञ्चनदम्	34	पूर्वाह्णः
5	पञ्चराजम्	35	प्रजग्ध्य
6	द्व्यहः	36	अघसत्
7	पञ्चगवम्	37	जिघत्सति
8	स्वयंधौतौ पादौ	38	उवाय
9	अहरतिसृताः मुहूर्ताः	39	ववौ
10	पौर्वशालः	40	ऊवतुः
11	पञ्चकपालः	41	ऊयतुः
12	पूर्वशालाप्रियः	42	वध्यात्
13	पञ्चगवधनः	43	अगुः
14	अष्टाध्यायी	44	जिगमिषति
15	सप्तर्षयः	45	अधिजिगांसते
16	घनश्यामः	46	अधिजगे
17	महापुरुषः	47	अध्यैष्यत
18	अर्द्धपिप्पली	48	अध्यापिपयिषति
19	अब्राह्मणः	49	अध्यापिपत्
20	जागरिका	50	आचख्यौ
21	कुम्भकारः	51	आचक्षे
22	दुष्पुरुषः	52	कौरव्यः पिता
23	ऊढरथोऽनड्वान्	53	पापठीति
24	उपविंशाः	54	बिभर्ति
25	केशाकेशि	55	नेनेक्ति
26	सच्छात्रः	56	अभूत्
27	कण्ठेकालः	57	अधासीत्
28	ओदनं पचन्	58	अतत
29	ओदनं पचमानः	59	अक्षन्
30	ओदनं पेचानः	60	पतिता
शेमुषी भाग - 2 ncert (30 अंक)			
प्रथमः पाठः - शुचिपर्यावरणम्			
द्वितीयः पाठः - बुद्धिर्बलवती सदा			
तृतीयः पाठः - व्यायामः सर्वदा पथ्यः			

शेमुषी इति पाठ्यपुस्तकात् निम्नवत् प्रश्नाः भविष्यन्ति
1. गद्यांशः, पद्यांशः, नाट्यांशश्च प्रत्येकभागेषु एकपदेन, पूर्णवाक्येन यथानिर्देशानुसारं च।
2. श्लोकस्य अन्वयः (मञ्जूषाप्रदत्तसाहाय्येन)
3. प्रश्ननिर्माणम्
4. विकल्पेभ्यः समानार्थिशब्दचयनम्

प्रथमावृति का सम्पूर्ण द्वितीय अध्याय

प्रथमः पादः

२.१.१ समर्थः पदविधिः

२.१.२ सुबामन्त्रिते पराङ्गवत् स्वरे

२.१.३ प्राक् कडारात् समासः

२.१.४ सह सुपा

२.१.५ अव्ययीभावः

२.१.६ अव्ययं विभक्तिसमीपसमृद्धिव्यृद्ध्यर्थाभावात्ययासम्प्रतिशब्दप्रादुर्भावपश्चाद्यथानुपूर्व्ययौगपद्यसादृश्यसम्पत्तिसाकल्यान्तवचनेषु

२.१.७ यथासादृश्ये

२.१.८ यावदवधारणे

२.१.९ सुप्रतिना मात्रार्थे

२.१.१० अक्षशलाकासंख्याः परिणा

२.१.११ विभाषाऽपपरिबहिरञ्चवः पञ्चम्या

२.१.१२ आङ् मर्यादाभिविध्योः

२.१.१३ लक्षणेनाभिप्रती आभिमुख्ये

२.१.१४ अनुर्यत्समया

२.१.१५ यस्य चायामः

२.१.१६ तिष्ठद्गुप्रभृतीनि च

२.१.१७ पारे मध्ये षष्ठ्या वा

२.१.१८ संख्या वंश्येन

२.१.१९ नदीभिश्च

२.१.२० अन्यपदार्थे च संज्ञायाम्

२.१.२१ तत्पुरुषः

२.१.२२ द्विगुश्च

२.१.२३ द्वितीया श्रितातीतपतितगतात्यस्तप्राप्तापन्नैः

२.१.२४ स्वयं क्तेन

२.१.२५ खट्वा क्षेपे

२.१.२६ सामि

२.१.२७ कालाः

२.१.२८ अत्यन्तसंयोगे च

२.१.२९ तृतीया तत्कृतार्थेन गुणवचनेन

२.१.३० पूर्वसदृशसमोनार्थकलहनिपुणमिश्रश्लक्ष्णैः

२.१.३१ कर्तृकरणे कृता बहुलम्

२.१.३२ कृत्यैरधिकार्थवचने

२.१.३३ अन्नेन व्यञ्जनम्

२.१.३४ भक्ष्येण मिश्रीकरणम्

२.१.३५ चतुर्थी तदर्थार्थबलिहितसुखरक्षितैः

२.१.३६ पञ्चमी भयेन

२.१.३७ अपेतापोढमुक्तपतितापत्रस्तैरल्पशः

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२.४.१० शूद्राणामनिरवसितानाम्
२.४.११ गवाश्वप्रभृतीनि च
२.४.१२ विभाषा वृक्षमृगतृणधान्यव्यञ्जनपशुशकुन्यश्ववडवापूर्वापराधरोत्तराणाम्
२.४.१३ विप्रतिषिद्धं चानधिकरणवाचि
२.४.१४ न दधिपयआदीनि
२.४.१५ अधिकरणैतावत्त्वे च
२.४.१६ विभाषा समीपे
२.४.१७ स नपुंसकम्
२.४.१८ अव्ययीभावश्च
२.४.१९ तत्पुरुषोऽनञ् कर्मधारयः
२.४.२० संज्ञायां कन्थोशीनरेषु
२.४.२१ उपज्ञोपक्रमं तदाद्याचिख्यासायाम्
२.४.२२ छाया बाहुल्ये
२.४.२३ सभा राजामनुष्यपूर्वा
२.४.२४ अशाला च
२.४.२५ विभाषा सेनासुराच्छायाशालानिशानाम्
२.४.२६ परवल्लिङ्गं द्वन्द्वतत्पुरुषयोः
२.४.२७ पूर्ववदश्ववडवौ
२.४.२८ हेमन्तशिशिरावहोरात्रे च च्छन्दसि
२.४.२९ रात्राह्नाहाः पुंसि
२.४.३० अपथं नपुंसकम्
२.४.३१ अर्धर्चाः पुंसि च
२.४.३२ इदमोऽन्वादेशेऽशनुदात्तस्तृतीयादौ
२.४.३३ एतदस्त्रतसोस्त्रतसौ चानुदात्तौ
२.४.३४ द्वितीयाटौस्स्वेनः
२.४.३५ आर्धधातुके
२.४.३६ अदो जग्धिर्ल्यप्ति किति
२.४.३७ लुङ्सनोर्घस्लृ
२.४.३८ घञपोश्च
२.४.३९ बहुलं छन्दसि
२.४.४० लिट्यन्यतरस्याम्
२.४.४१ वेञो वयिः
२.४.४२ हनो वध लिङि
२.४.४३ लुङि च
२.४.४४ आत्मनेपदेष्वन्यतरस्याम्
२.४.४५ इणो गा लुङि
२.४.४६ णौ गमिरबोधने
२.४.४७ सनि च
२.४.४८ इङश्च

कक्षा नवमी
संस्कृत कोर्स - ब (035)
पाठ्यक्रम (2025-26)

EXAMINATIONS		CHAPTERS	TOPICS	No. of Periods Expecte	TEACHING AIDS
Half Yearly Examination	1st Periodic Test	1	भारतीवसन्तगीतिः	10	Textbook, chalk, duster, map and students.
		2	स्वर्णकाकः	12	Textbook, chalk, duster.
			व्याकरणम् - कारक उपपदविभक्तयः, अपठित-अवबोधनम्	15	Textbook, chalk, duster .
		3	गोदोहनम्	8	Textbook, chalk, duster and students.
		4	सूक्तिमौक्तिकम्	10	Textbook, chalk, duster.
			व्याकरणम् - शब्दरूपाणि धातुरूपाणि च	10	Textbook , chalk, duster.
			व्याकरणम् - संधिप्रकरणम्	10	Textbook , chalk, duster.
Annual Examination	2nd Periodic Test	7	भ्रान्तो बालः	8	Textbook, chalk, duster and students.
		8	सिकतासेतुः	10	Textbook, chalk, duster, students.
			व्याकरणम् - प्रत्ययाः , संख्याः	10	Textbook, chalk, duster.
		9	जटायोः शौर्यम्	10	Textbook, chalk, duster.
		10	पर्यावरणम्	8	Textbook, chalk, duster, students.
			व्याकरणम् - उपसर्गाः , अव्ययपदानि , रचनात्मक कार्यम्	15	Textbook, chalk, duster .
		11	वाङ्मनः प्राणस्वरूपम्	8	Textbook , chalk, duster.

पाठ्यपुस्तक - शेमुषी भाग 1

कक्षा दशमी
संस्कृत कोर्स - ब (035)
पाठ्यक्रम (2025-26)

EXAMINATIONS			CHAPTERS	TOPICS
ANNUAL EXAMINATION	Half Yearly	1st Periodic Test (JUNE 3rd WEEK)	1	शुचिपर्यावरणम्
			2	बुद्धिर्बलवती सदा
			1	अपठित-अवबोधनम् (खंड-क)
			1	औपचारिकम्/अनौपचारिकं पत्रम्(खंड-ख)
		(SEPTEMBER 3rd WEEK)	1	सन्धि:
			2	समासा:
			2	संकेतआधारितम् अनुच्छेदलेखनम्
			4	संस्कृतभाषायाम् अनुवादकार्यम्.
			3	शिशुलालनम्
			4	जननी तुल्यवत्सला
			8	सूक्तयः
			10	अन्योक्तयः
	2nd Periodic Test (DECEMBER 3rd WEEK)		4	वाच्यपरिवर्तनम् (केवलं लट्लकारे
			5	समय-लेखनम्
			3	चित्राधारितं वर्णनम्
			5	सुभाषितानि
			6	सौहार्दं प्रकृतेः शोभा
			6	अव्ययपदानि
			7	विचित्रः साक्षी
	Pre- Test (JANUARY 1st WEEK)		ALL	ALL CHAPTERS

पाठ्यपुस्तकानि प्रयुक्तानि:
1. शेमुषी-II (NCERT)

ENGLISH LANGUAGE AND LITERATURE (003)
SYLLABUS (2025-26)
CLASS – IX

Sections		Weightage	Periods
A	Reading Skills	20 Marks	50 (Periods)*
B	Writing Skills and Grammar	20 Marks	50 (Periods)*
C	Language through Literature	40 Marks	80 (Periods)*

*This is a suggestive number.

Section A Reading Skills

I. Reading Comprehension through Unseen Passage   **20 Marks**

1. Discursive passage of 400-450 words.   **(10 marks)**

2. Case-based factual passage (with visual input- statistical data/chart etc.) of 200-250 words.

                                                                       (10 marks)

(Total length of two passages to be 600-700 words)

Multiple Choice Questions / Objective Type Questions/Very Short Answer Questions will be asked to assess comprehension, interpretation, analysis, inference, evaluation and vocabulary.

Section B
Writing Skills and Grammar

II Grammar   **10 Marks**

- Determiners
- Tenses
- Modals
- Subject – verb concord
- Reported speech
  - Commands and requests
  - Statements
  - Questions

3. The courses at the secondary level seek to cement high professional grasp of grammatical items and levels of accuracy. Accurate use of spelling, punctuation and grammar will be assessed through Gap Filling/ Editing/Transformation exercises. Ten out of twelve questions will be attempted.

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III Writing Skills   **10 marks**

4. Writing a Descriptive Paragraph (word limit 100-120 words), describing a person / event / situation, based on visual or verbal cue/s. One out of two questions to be answered.

5 marks

5. Writing a Story (on a given cue/title)/Diary Entry, in 100-120 words. One out of two questions is to be answered.

5 marks

Section C
Language through Literature   **40 Marks**

IV Reference to the Context   **(5+5 = 10 Marks)**

6. One extract out of two, from Drama / Prose.
7. One extract out of two, from poetry.

Multiple Choice Questions / Objective Type Questions will be asked to assess interpretation, analysis, inference, evaluation, appreciation and vocabulary.

IV. Short & Long Answer Questions

8. Four out of Five Short Answer Type Questions to be answered in 40-50 words from the book BEEHIVE to assess interpretation, analysis, inference and evaluation.

4x3=12 marks

9. Two out of Three Short Answer Type Questions to be answered in 40-50 words from the book MOMENTS to assess interpretation, analysis, inference and evaluation.

3x2=6 marks

10. One out of two Long Answer Type Questions from BEEHIVE to be answered in about 100-120 words to assess creativity, imagination and extrapolation beyond the text and across the text. This can also be a passage-based question taken from a situation/plot from the text.   **6 marks**

11. One out of two Long Answer Type Questions from MOMENTS, on theme or plot involving interpretation, extrapolation beyond the text and inference or character sketch to be answered in about 100-120 words.   **6 marks**

Prescribed Books: Published by NCERT, New Delhi

Beehive

Prose

a. The Fun They Had
b. The Sound of Music
c. The Little Girl

d. A Truly Beautiful Mind
e. The Snake and the Mirror
f. My Childhood
g. Reach For The Top

h. Kathmandu   i. If I were You

Poems-

1. The Road Not taken   5. A Legend of the Northland
2. Wind   6. No Men Are Foreign
3. Rain on The Roof   7. On killing a tree
4. The Lake Isle of Innisfree 8. A Slumber Did My Spirit Seal

Moments

1. The Lost Child   5. The Happy Prince
2. The adventures of Toto   6. The Last Leaf
3. Iswaran the Storyteller   7. A House is not a Home
4. In the kingdom of fools   8. The Beggar

3. **WORDS AND EXPRESSIONS – I (WORKBOOK FOR CLASS IX) – Units 1 to 6 and Units 8,10 & 11**

NOTE: Teachers are advised to:

(i) encourage classroom interaction among peers, students and teachers through activities such as role play, group work etc.

(ii) reduce teacher-talk time and keep it to the minimum,

(iii) take up questions for discussion to encourage pupils to participate and to marshal their ideas and express and defend their views.

Besides measuring learning outcome, texts serve the dual purpose of diagnosing mistakes and areas of non-learning. To make evaluation a true index of learners' knowledge, each language skill is to be assessed through a judicious mixture of different types of questions.

Internal Assessment		
I	Periodic Assessment	05
II	Portfolio	05
III	Notebook/Assisgnment	05
IV	Assessment of Speaking and Listening	05

ENGLISH LANGUAGE AND LITERTURE
CLASS – IX (2025-26)
Question Paper Design

Sections	Competencies	Total marks
Reading Comprehension	Conceptual understanding, decoding, analyzing, inferring, interpreting and vocabulary	20
Writing Skillsand Grammar	Creative expression of an opinion, reasoning, justifying, illustrating, appropriacy of style and tone, using appropriate format and fluency. Applying conventions, using integrated structures with accuracy and fluency	20
Language through Literature	Recalling, reasoning, appreciating, applying literary conventions, illustrating and justifying. Extract relevant information, identifying the central theme and sub-theme, understanding the writers' message and writing fluently.	40
Total		**80**

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ENGLISH LANGUAGE AND LITERATURE (003)
SYLLABUS (2025-26)
CLASS X

Sections		Weightage	Periods
A	Reading Skills	20 Marks	50 (Periods)*
B	Writing Skills with Grammar	20 Marks	50 (Periods)*
C	Language through Literature	40 Marks	80 (Periods)*

*This is a suggestive number.

Section A

Reading Skills

I. Reading Comprehension through Unseen Passage   20 Marks

1. Discursive passage of 400-450 words.   **(10 marks)**

2. Case-based factual passage (with visual input- statistical data, chart etc.) of 200-250 words.
                                                                (10 marks)

(Total length of two passages to be 600-700 words)

Multiple Choice Questions / Objective Type Questions, and Short Answer Questions (to be answered in 30-40 words) will be asked to assess comprehension, interpretation, analysis, inference, evaluation and vocabulary.

Section B
Writing Skills and Grammar

II Grammar   10 Marks

- Determiners
- Tenses
- Modals
- Subject – verb concord
- Reported speech
    - Commands and requests
    - Statements
    - Questions

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3. The courses at the secondary level seek to cement high professional grasp of grammatical items and levels of accuracy. Accurate use of spelling, punctuation and grammar in context will be assessed through Gap Filling/ Editing/Transformation exercises. Ten out of 12 questions will have to be attempted.

III Writing Skills   10 marks

4. Writing a Formal Letter based on a given situation, in 100-120 words. One out of two questions is to be answered.   **5 marks**

5. Writing an Analytical Paragraph in 100-120 words on a given Map/ Chart/ Graph/Cue/s. One out of two questions is to be answered.   **5 marks**

Section C   40 Marks
Language through Literature

IV. **Reference to the Context**   **(5+5 = 10 Marks)**

6. One extract out of two from Drama / Prose.

7. One extract out of two from poetry.

Multiple Choice Questions / Objective Type Questions Very Short Answer Questions (one word/ One sentence), Short Answer Questions (to be answered in 30-40 words) will be asked to assess inference, analysis, interpretation, evaluation and vocabulary.

V. **Short & Very Long Answer Questions**   **30 Marks**

8. Four out of Five Short Answer Type Questions to be answered in 40-50 words from the bookFIRST FLIGHT to assess interpretation, analysis, inference and evaluation.
                                                                                              4x3=12 marks

9. Two out of Three Short Answer Type Questions to be answered in 40-50 words each from FOOTPRINTS WITHOUT FEET to assess interpretation, analysis, inference and evaluation.   **2x3=6 marks**

10. One out of two Long Answer Type Questions from FIRST FLIGHT to be answered in about 100-120 words each to assess creativity, imagination and extrapolation beyond the text and across the text. This can be a passage-based question taken from a situation/plot from the text.   **6 marks**

11. One out of two Long Answer Type Questions from FOOTPRINTS WITHOUT FEET, on theme or plot involving interpretation, extrapolation beyond the text and inference or character sketch to be answered in about 100-120 words.   **6 marks**

1. **FIRST FLIGHT**

   A. **Prose**

      1. A Letter to God
      2. Nelson Mandela - Long Walk to Freedom
      3. Stories About Flying
      4. From the Diary of Anne Frank
      5. Glimpses of India
      6. Mijbil the Otter
      7. Madam Rides the Bus
      8. The Sermon at Benares
      9. The Proposal (Play)

   B. **Poems**
      1. Dust of Snow
      2. Fire and Ice
      3. A Tiger in the Zoo
      4. How to Tell Wild Animals
      5. The Ball Poem
      6. Amanda!
      7. The Trees
      8. Fog
      9. The Tale of Custard the Dragon
      10. For Anne Gregory

2. **FOOTPRINTS WITHOUT FEET**

      1. A Triumph of Surgery
      2. The Thief's Story
      3. The Midnight Visitor
      4. A Question of Trust
      5. Footprints Without Feet
      6. The Making of a Scientist
      7. The Necklace
      8. Bholi
      9. The Book that Saved the Earth

3. WORDS AND EXPRESSIONS – II (WORKBOOK FOR CLASS X) – Units 1 to 4 andUnits 7 to 11

   Note: Teachers are advised to:

   (i) encourage interaction among peers, students and teachers through activities such as role play, discussions, group work etc.

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(ii) reduce teacher-talking time and keep it to the minimum,

(iii) take up questions for discussion to encourage pupils to participate and to marshal their ideas and express and defend their views, and

(iv) follow the Speaking and Listening activities given in the NCERT books.

Besides measuring learning outcome, texts serve the dual purpose of diagnosing mistakes and areas of non-learning. To make evaluation a true index of learners' knowledge, each language skills to be assessed through a judicious mixture of different types of questions.

Internal Assessment		
I	Periodic Assessment	05
II	Portfolio	05
III	Notebook/Assignment	05
IV	Assessment of Speaking and Listening	05

ENGLISH LANGUAGE AND LITERTURE
CLASS – X (2025-26)
Question Paper Design

Marks 80

Sections	Competencies	Total marks
Reading Comprehension	Conceptual understanding, decoding, analyzing, inferring, interpreting and vocabulary	20
Writing Skills and Grammar	Creative expression of an opinion, reasoning, justifying, illustrating, appropriacy of style and tone, using appropriate format and fluency. Applying conventions, using integrated structures with accuracy and fluency	20
Language through Literature	Recalling, reasoning, appreciating, applying literary conventions illustrating and justifying etc. Extract relevant information, identifying the central theme and sub-theme, understanding the writers' message and writing fluently.	40
Total		80

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ASSAMESE (004)
SYLLABUS
CLASS IX (2025-26)

UNITS	DETAILS OF TOPICS/ CHAPTERS	TOTAL	No. of PERIDOS
UNIT-1 Reading	1.Bodh Parikshyan (Comprehension)	15	25
UNIT-2 Writing	2.Likhan Kala (writing skills)	25	55
UNIT-3 Grammar	3. Byakaran	20	50
UNIT-4 Text Book	4. Prose (Gadya)	10	25
UNIT-5 Text Book	5. Poetry (Padya)	10	25
		80	180

COURSE STURCTURE (2025-26)

SECTION	DETAILS OF TOPICS/ CHAPTETRS	TYPE OF QUESTIONS	NO. OF QUESTIONS	WEIGHTAGE	NO. OF PERIOD
SECTION-A Reading	1.Bodh Parikshyan (Comprehension)			15	25
	One unseen passage of minimum 500 words. There will be 12 general questions of 1and 2 marks each and 3 grammar based questions of 1 mark each will be set from the passage	VSA SA VSA	6 3 3	1X6=6 2x3=6 1X3=3	
SECTION- B Writing	2.Likhan Kala (writing skills)			25	55

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	a) Galpa Likhan (Story Writing)/ Rachana (Essay-Jibanimulak)	LA	1	5x1=5	
	b)Pratibedan Prastutkaran (Report Writing on School functions eg. Annual day, sports, any competition held in school)	LA	1	5x1=5	
	c) Phakara jojana (Proverb,Sl.no.01-10)	LA	1	5x1=5	
	d) Bhab Samprasaran	LA	1	5x1=5	
	e) Jatuwa khanda bakyare bakya rachana (Kapal, Kaan,Kaan, Kakal, Athu/ 1,2,3,4,5)	VSA	5	1x5=5	
SECTION – C Grammar	3. Byakaran			20	50
	i.Sandhi (Swar, Byanjan)	VSA	4	1X4=4	
	Pad-ii.Biseshya	VSA	2	1X2=2	
	iii.Biseshan	VSA	2	1x2=2	
	iv.Sarbanam	VSA	2	1x2=2	
	v. Kriya	VSA	2	1x2=2	
	vi. Abyay	VSA	2	1x2=2	
	vii. Linga	VSA	4	1x4=4	
	viii.Basan	VSA	2	1x2=2	
SECTION-D Text Book	4. Prose (Gadya)			20	25
	i. Anyar Prati Byabahar-Satyanath Bora	LA SA VSA	1 1 4	4x1=4 2x1=2 1x4=4	

	ii. Andha Biswash Aru Kusangskar- Jayanta Madhab Bora				
	iii. Bharatar Boichitrar Majat Oikya- Dr. Hemanta Kumar Sarma				
	5. Poetry(Padya)				25
	i.Manab Bandana- Chandra Kumar Agarwala	LA SA VSA	1 1 4	4x1=4 2x1=2 1x4=4	
	ii. Prachanda Dhumuhai Prasna Karile Mok-Dr. Bhupen Hazarika				
	iii. Mor Desh- Hiren Bhattacharjya				

Long answer (LA), short answer (SA), Very Short Answer (VSA)

Internal Assessment-

 1) Periodic Test- 10 marks

2) Subject Enrichment Activity- 5 marks

3) Notebook keeping- 5 marks

Prescribed Text books:

1. Asamiya Sahitya Chayanika: Assam State Textbook Production and Publication Coperation Ltd., Guwahati.

2. Rachana Bichitra : Dharma Singha Deka, Assam Book Depot , Guwahati.

ASSAMESE (004)
SYLLABUS
Class X (2025-26)

UNITS	DETAILS OF TOPICS/CHAPTERS	TOTAL MARKS	No. of PERIODS
UNIT-1 Reading	1.Bodh Parikshyan (Comprehension)	15	25
UNIT-2 Writing	2.Likhan Kala (Writing Skills)	25	55
UNIT -3 Grammar	3. Byakaran	20	50
UNIT-4 Textbook	4. Prose (Gadya)	10	25
UNIT-5 Textbook	5. Poetry (Padya)	10	25
		80	180

COURSE STURCTURE (2025-26)

SECTION	DETAILS OF TOPICS/CHAPTETRS	TYPE OF QUESTIONS	NO. OF QUESTIONS	WEIGHTAGE (MARKS)	NO. OF PERIODS
SECTION-A Reading	1.Bodh Parikshyan (Comprehension)			15	25
	One unseen passage of minimum 500 words. There will be 12 general questions of 1, and 2 marks each and 3 grammar based questions of 1 Mark each will be set from the passage.	VSA SA VSA	6 3 3	1x6=6 2x3=6 1x3=3	
SECTION-B Writing	2.Likhan Kala (Writing Skills)			25	55
	a) Galpa Likhan (Story Writing)/ Rachana (Essay-Adarshamulak)	LA	1	5x1=5	
	b)Pratibedan Prastutkaran (Report Writing on School function eg. Annual day, sports, any competition held in school)	LA	1	5x1=5	
	C) Phakara Jojana (Proverb, Sl. No.-11 -20)	LA	1	5x1=5	
	d) Chithi (Personal Letter/ Official Letter)	LA	1	5x1=5	
	e) Jatuwa khanda bakyare bakya rachana (Gaa,Ghar,Chaku,	VSA	5	1x5=5	

	Mukh, Dat/6,7,8,9,10)				
SECTION-C Grammar	3. Byakaran			20	50
	i. Sandhi(Bisarga aru Asamiya)	VSA	4	1x4=4	
	ii. Upsarga	VSA	2	1x2=2	
	iii. Anusarga	VSA	2	1x2=2	
	iv.Bakya Paribartan (Saral, Yougik, Jatil)	VSA	4	1x4=4	
	v.Samarthak Sabda	VSA	2	1x2=2	
	vi. Biparitarthak Sabda	VSA	2	1x2=2	
	vii. Dhatu	VSA	2	1x2=2	
	viii. Kal	VSA	2	1x2=2	
SECTION- D Textbook	4. Prose (Gadya)			10	25
	i.Asamar Janagothir Gathani aru Sanskriti- Abdus Chattar	LA SA VSA	1 1 4	4x1=4 2x1=2 1x4=4	
	ii. Aranya Jatra- Anuradha Sarma Pujari				
	iii. Udyogi Howo Aha- Debajit Bhuyan				
	5. Poetry(Padya)			10	25
	i.Bargeet- Sri Sri Madhab Dev	LA SA VSA	1 1 4	4x1=4 2x1=2 1x4=4	
	ii.Jikir- Ajan Fakir				
	iii.Prashasti- Raghunath Choudhary				

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Long answer (LA), short answer (SA), Very Short Answer (VSA)

Internal Assessment-

1)Periodic Test- 10 marks
2)Subject Enrichment Activity- 5 marks
3)Notebook keeping- 5 marks

Prescribed Text books

1. Asamiya Sahitya Chayanika: Assam State Textbook Production and Publication Coperation Ltd., Guwahati.
2.Rachana Bichitra : Dharma Singha Deka, Assam Book Depot, Guwahati.

QUESTION PAPER DESIGN
CLASS IX AND X (2025-26)

Time: 3 hours   Max. Marks:80

Typology	Testing Competencies/ Learning Outcome	Objective Type	SA	LA-1	LA-2
Reading	Conceptual Understanding, decoding, analyzing, inferring, interpreting and Vocabulary	6 questions X 1 mark each	3 questions X1 mark each		
Writing	Expressing an opinion, Reasoning, using appropriate format and fluency	5 questions X 1 mark each			4 questions X 5 marks each
Grammar	Applying language conventions appropriate using structures integrative accuracy and fluency	20 questions X1 mark each			
Literature Text books	Recalling reasoning appreciating, applying, extrapolation, illustrating and justifying etc. Extracting relevant information,	8 questions X1 mark each	2 questions X1 mark each	2 questions X4 marks each	

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	identifying the central theme and sub theme, understanding the and developing writing skill.				

QUESTION WISE BREAK-UP

Type of Question	Mark per Question	Total No. of Questions	Total Marks
Objective Type	1	42	42
SA	2	5	10
LA-1	4	2	8
LA-2	5	4	20
Total		53	80

Note: Internal Options:

- **Section A**: Reading: There will be no options. All direct questions.
- **Section B**: Writing part will have internal options in respect to essay, report writing, Phakara Jojana and sentence framing.
- **Section C**: Grammar being a vast course, internal options should be given to all the students.
- **Section D**: In the textbook part, it is desired that the students should go through the medieval and ancient literature. Keeping this in view prose and poetry have been selected from the prescribed textbook assigning 10 marks separately for the both part (prose and poetry). Optional questions should be set from all the chapters for convenience of the learners.

BODO (006)
Class IX
Syllabus (2025-26)

सम: 3:00 घन्टा   गासै नम्बर: 80

Section	Details of topic/Chapters	Marks
Section-A Reading Comprehension	थुनलाइयारि आयदानि एबा जायखिजाया जुक्तिगोनां आयदानि मोन 150 सोदोब गोनां मोननै फराखोन्दो थागोन।	10
Section-B Writing Skills	क. आर'ज बिलाइ लिरनाय (Application Writing) / लाइजाम लिरनाय (Letter Writing) ख. रिपर्ट लिरनाय (Report Writing) / सुंद'वै लिरनाय (Precis Writing) ग. बाश्राफावखौ बेखेवना लिरनाय (Explanation) घ. रनसाइ लिरनाय (Essay Writing) (200 सोदोबनि गेजेराव)	10
Section-C Grammar	1. गारां रिंसारथि आरो खौरां रिंसारथि 2. सोदोबमा (मुंमा आरो मुंराइ) 3. सानराइ 4. बाश्रा दानाय 5. रोखोमसे सोदोब (Synonym) आरो उल्था सोदोब (Antonym)	10
Section-D Literature	क. खन्थाइ: 1. गोरबोनि आसामफुरी- नीलेश्वर ब्रह्म 2. सरकार हिनजाव- कालीकुमार लाहारी 3. दानसोरां हराव- प्रम'द चन्द्र ब्रह्म 4. आयो दाउ-खखिलं- समर ब्रह्म चौधुरी 5. दैमा- मनरञ्जन लाहारी 6. जोंब्लाउरि खुन्थिया- मधुराम बर' 7. मिजिंक - बिनेश्वर ब्रह्म 8. नों अखां बेसे हावार- बिजय बाग्लारी ख. रायथाइ: 1. जाविलया देवान- मदाराम ब्रह्म 2. बिमा राव- मणिराम मचारी 3. आखल दानाय- नमल चन्द्र बर' 4. बर'नि हारिमु- कामेश्वर ब्रह्म 5. सोरांनि लामाजों दावगानाय गामि- ज्य'ति प्रसाद बुरागहाइ 6. गोजोननाय- लक्षेश्वर ब्रह्म 7. दावहा- मृणाल कलिता 8. खोमसि फोथायथि, गाज्रि आसारखान्थि- जयन्त माधब 9. उदै- ग'बिन्द बसुमतारी	40
Supplementary Reader	1. आहमफोर- टाइ पुर्बाचल साहित्य सभा 2. काछारनि सुबुं हान्जाफोर- ड⁰ अमलेन्दु भट्टाचार्य	10

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A. Periodic Test/ Term Evaluation -10 Marks

B. Discussion, Listening and Speaking - 5 Marks

क) फोरोंगिरि आरो फरायसाफोरा बर'नि दानाय-लुनाय, गाननाय-जोमनाय आरो दानाय-लुनायाव बाहायनाय बेसादारि हारिमुनि सायाव गुवारै सावरायलायगोन। फरायसाफोरा मोननाय गावबा गावनि रोंगौथिनि सायाव फोरोंगिरिया लिरनानै एबा बुंथिहोनानै फोरमायहोनो हागोन।

ख) फोरोंगिरिया जायखिजाया मोनसे आयदा होनानै एबा थासारि सोरजिनानै फरायसाफोरखौ बेनि सायाव बुंनो होनांगोन। फरायसाफोरा मोननाय गावबा गावनि रोंगौथिनि सायावबो फोरोंगिरिया बुंहोनो हायो।

C. Assignment-   5 Marks

Reference Books (फरायनो गोनां बिजाबफोर):
रायथाइ आरो खन्थाइ:
1. गोदान खनसाइ बिदां, थाखो गु (The Assam State Textbook Production and Publication Corporation Limited, Guwahati-I, 2018)

Supplementary Reader:
1. बाइदिमैयानि आसाम (गोरखै फराबिजाब: गु आरो जि थाखोनि थाखाय) (The Assam State Textbook Production and Publication Corporation Limited, Guwahati-I, December, 2018)
रावखान्थि:
1. जौगा बर' रावखान्थि (गु आरो जि थाखोनि थाखाय) गेजेरारि सोलोंथाइ बिफान, आसाम सरकार, बाथि फोसावनाय, 2022
2. गोनां रावखान्थि- कमल कुमार ब्रह्म, बीणा लाइब्रेरी, पानबाजार, गुवाहाटी, 3rd Revised edition, Reprint July, 2019
3. गोजौ रावखान्थि- मधुराम बर', एन.एल. पाब्लिकेसन्स, पानबाजार, गुवाहाटी, 6th Edition, 2015
4. फरायसालिनि रावखान्थि-स्वर्ण प्रभा चैनारी, नीलिमा प्रकाशनी, बागानपारा, 2014

सम: 3:00 घन्टा   गासै नम्बर: 80

Section	Details of topic/Chapters	Marks
Section-A Reading Comprehension	थुनलाइयारि आयदानि एबा जायखिजाया जुक्तिगोनां आयदानि मोन 150 सोदोब गोनां मोननै फराखोन्दो थागोन।	10
Section-B Writing Composition	1.सल' लिरनाय (Story Writing) 2.दाइरि लिरनाय (Diary Writing) 3.मिथिसार बिलाइ लिरनाय (Notice Writing) 4.रादाब लिरनाय (News Writing) 5.दावबायनायनि सोमोन्दै लिरनाय (Travelogue)	10
Section-C Grammar	1. थाइजा 2. थाइजानि बिदिन्था 3. आथोन 4. बाथ्रा फान्दाय 5. फंसे रावाव फिननाय	10
Section-D Literature	क) खन्थाइ: 1. बिबार खानाय- रुपनाथ ब्रह्म 2. आंनि गामि- कमल कुमार ब्रह्म 3. जिउनि अलंबार- सुरथ नार्जारी 4. गेवसांनाय महर- धरनीधर औवारी 5. रादाय- ध्वजेन्द्र कुमार ब्रह्म 6. हाग्रामायाव अर-अनिल बर' 7. बोहैथि - अरबिन्द उजिर 8. बैसानि आगार- अन्जु ख. रायथाइ: 1. समाज सिबियारि गुरुदेब कालीचरण ब्रह्म- महिनी महन ब्रह्म 2. फालांगियारि सुबुं जानि फै - देबजित भुया 3. इन्टारनेटनि गोदै गोखा - ड॰ प्रनयी दत्त 4. बर' हारिनि खुमा थुनलाइ - इन्द्रमालती नार्जारी 5. हारिमानि खौसेथि - रणेन्द्र नारायण बसुमतारी 6. हाग्रामा दावबायनाय- अनुराधा शर्मा पुजारी 7. बर' मोसानाय - ड॰ लीलाधर ब्रह्म 8. अरुनिमा सिन्हा- गावफोरथायथि आरो साहसनि गुबुन मोनसे मुं - ड॰ जयश्री गस्वामी महन्त 9. मन्थि फेगोन - जनिल कुमार ब्रह्म	40
Supplementary Reader	1. तिवाफोर-तिवा साहित्य सभा 2. देउरीफोर- देउरी साहित्य सभा 3. बर'फोर- बर' थुनलाइ आफाद	10

Guidelines for Internal Assessment

A. Periodic Test/Term Evaluation-   10 Marks
B. Discussion, Listening and Speaking - 5 Marks

क) फोरोंगिरि आरो फरायसाफोरा बर'नि दानाय-लुनाय, गाननाय-जोमनाय आरो दानाय-लुनायाव बाहायनाय बेसादां सावरायलायगोन। फरायसाफोरा मोननाय गावबा गावनि रोंगोंथिनि सायाव फोरोंगिरिया लिरनानै एबा बुंथिहोनानै फोरमाय

ख) फोरोंगिरिया जायखिजाया मोनसे आयदा होनानै एबा थासारि सोरजिनानै फरायसाफोरखौ बेनि सायाव बुंनो होनांगोन। फरा

गावनि रोंगौथिनि सायावबो फोरोंगिरिया बुंहोनो हायो।

C. Assignment-   5 Marks

Reference Books (फरायनो गोनां बिजाबफोर):

रायथाइ आरो खन्थाइ:

1. खनसाइ बिदां, थाखो-जि, (The Assam State Textbook Production and Publication Corporation Limited, Guwahati-I, 2019)

Supplementary Reader:

1. बाइदि मैयानि आसाम (गोरबै फराबिजाबः गु आरो जि थाखोनि थाखाय), (The Assam State Textbook Production and Publication Corporation Limited, Guwahati-I, December, 2018)

रावखान्थि:

1. जौगा बर' रावखान्थि (गु आरो जि थाखोनि थाखाय) गेजेरारि सोलोंथाइ बिफान, आसाम सरकार, बाथि फोसावनाय, 2022
2. गोनां रावखान्थि- कमल कुमार ब्रह्म, बीणा लाइब्रेरी, पानबाजार, गुवाहाटी, 3rd Revised edition, Reprint July, 2019
3. गोजौ रावखान्थि- मधुराम बर', एन.एल. पाब्लिकेसन्स, पानबाजार, गुवाहाटी, 6th Edition, 2015
4. फरायसालिनि रावखान्थि-स्वर्ण प्रभा चैनारी, नीलिमा प्रकाशनी, बागानपारा, 2014

MATHEMATICS (036)
CLASS – IX
Syllabus (2025-26)

Units	Unit Name	Periods	Marks
I	NUMBER SYSTEMS	19	10
II	ALGEBRA	42	20
III	COODINATE GEOMETRY	07	04
IV	GEOMETRY	74	27
V	MENSURATION	23	13
VI	STATISTICS	15	06
	Total	180	80

S. No.	Content	Competencies	Explanation
	Unit 1: Number Systems		
1.	**REAL NUMBERS** 1. Review of representation of natural numbers, integers, rational numbers on the number line. Representation of terminating/non-terminating recurring decimals on the number line through successive magnification, Rational numbers as recurring/ terminating decimals. Operations on real numbers. 2. Examples of non-recurring/non-terminating decimals. Existence of non-rational numbers (irrational numbers) such as $\sqrt{2}, \sqrt{3}$ and their representation on the number line. Explaining that every real number is represented by a unique point on the number line and conversely, viz. every point on the number line represents a unique real number. 3. Definition of nth root of a real number. 4. Rationalization (with precise meaning) of real numbers of the type $\frac{1}{a+b\sqrt{x}}$ and $\frac{1}{\sqrt{x}+\sqrt{y}}$ (and their combinations), where x and y are natural numbers and a and b are integers.	• Develops a deeper understanding of numbers, including the set of real numbers and its properties. • Recognizes and appropriately uses powers and exponents. • Computes powers and roots and applies them to solve problems.	• Differentiates rational and irrational numbers based on decimal representation. • Represents rational and irrational numbers on the number line. • Rationalizes real number expressions such as $\frac{1}{a+b\sqrt{x}}$ and $\frac{1}{\sqrt{x}+\sqrt{y}}$, where x, y are natural numbers and a, b are integers. • Applies laws of exponents

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	5. Recall of laws of exponents with integral powers. Rational exponents with positive real bases (to be done by particular cases, allowing learner to arrive at the general laws.)		

UNIT II: ALGEBRA

#			
1.	**POLYNOMIALS** 1. Definition of a polynomial in one variable, with examples and counter examples. Coefficients of a polynomial, terms of a polynomial and zero polynomial. 2. Degree of a polynomial. 3. Constant, linear, quadratic and cubic polynomials. Monomials, binomials, trinomials. Factors and multiples. 4. Zeroes of a polynomial. 5. Motivate and State the Remainder Theorem with examples. 6. Statement and proof of the Factor Theorem. Factorization of $ax^2 + bx + c$, $a \neq 0$ where a, b and c are real numbers, and of cubic polynomials using the Factor theorem. 7. Recall of algebraic expressions and identities. Verification of identities: $$(x + y + z)^2 = x^2 + y^2 + z^2 + 2xy + 2yz + 2zx$$ $$(x \pm y)^3 = x^3 \pm y^3 \pm 3xy(x \pm y)$$ $$x^3 + y^3 = (x + y)(x^2 - xy + y^2)$$ $$x^3 - y^3 = (x - y)(x^2 + xy + y^2)$$ $$x^3 + y^3 + z^3 - 3xyz = (x + y + z)(x^2 + y^2 + z^2 - xy - yz - zx)$$ and their use in factorization of polynomials.	• Learns the art of factoring polynomials.	• Defines polynomials in one variable. • Identifies different terms and different types of polynomials. • Finds zeros of a polynomial • Proves factor theorem and applies the theorem to factorize polynomials. • Proves and applies algebraic identities up to degree three.
2.	**LINEAR EQUATIONS IN TWO VARIABLES** 1. Recall of linear equations in one variable. 2. Introduction to the equation in two variables. Focus on linear equations of the type $ax + by + c = 0$.	• Visualizes solutions of a linear equation in two variables as ordered pair of real numbers on its graph	• Describes and plot a linear equation in two variables.

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	Explain that a linear equation in two variables has infinitely many solutions and justify their being written as ordered pairs of real numbers, plotting them and showing that they lie on a line.		

UNIT III: COORDINATE GEOMETRY			
1.	**Coordinate Geometry:** 1. The Cartesian plane, coordinates of a point 2. Names and terms associated with the coordinate plane, notations.	• Specifies locations and describes spatial relationships using coordinate geometry.	• Describes cartesian plane and its associated terms and notations

UNIT IV: GEOMETRY			
1.	**INTRODUCTION TO EUCLID'S GEOMETRY** 1. History - Geometry in India and Euclid's geometry. Euclid's method of formalizing observed phenomenon into rigorous Mathematics with definitions, common/obvious notions, axioms/postulates and theorems. 2. The five postulates of Euclid. Equivalent versions of the fifth postulate. Showing the relationship between axiom and theorem, for example: (a) Given two distinct points, there exists one and only one line through them. (Axiom) (b) (Prove) Two distinct lines cannot have more than one point in common. (Theorem)	• Proves theorems using Euclid's axioms and postulates– for triangles, quadrilaterals, and circles and applies them to solve geometric problems.	• Understands historical relevance of Indian and Euclidean Geometry. • Defines axioms, postulates, theorems with reference to Euclidean Geometry.
2.	**LINES AND ANGLES** 1. (State without proof) If a ray stands on a line, then the sum of the two adjacent angles so formed is 180° and the converse. 2. (Prove) If two lines intersect, vertically opposite angles are equal. 3. (State without proof) Lines which are parallel to a given line are parallel.	• derives proofs of mathematical statements particularly related to geometrical concepts, like parallel lines by applying axiomatic approach and solves problems using them.	• Visualizes, explains and applies relations between different pairs of angles on a set of parallel lines and intersecting transversal.

			• Solves problems based on parallel lines and intersecting transversal.
3.	**TRIANGLES** 1. (State without proof) Two triangles are congruent if any two sides and the included angle of one triangle is equal (respectively) to any two sides and the included angle of the other triangle (SAS Congruence). 2. (Prove) Two triangles are congruent if any two angles and the included side of one triangle is equal (respectively) to any two angles and the included side of the other triangle (ASA Congruence). 3. (State without proof) Two triangles are congruent if the three sides of one triangle are equal (respectively) to three sides of the other triangle (SSS Congruence). 4. (State without proof) Two right triangles are congruent if the hypotenuse and a side of one triangle are equal (respectively) to the hypotenuse and a side of the other triangle. (RHS Congruence). 5. (Prove) The angles opposite to equal sides of a triangle are equal. 6. (State without proof) The sides opposite to equal angles of a triangle are equal.	• Describe relationships including congruency of two-dimensional geometrical shapes (lines, angle, triangles) to make and test conjectures and solve problems. • derives proofs of mathematical statements particularly related to geometrical concepts triangles by applying axiomatic approach and solves problems using them.	• Visualizes and explains congruence properties of two triangles. • Applies congruency criteria to solve problems
4.	**QUADRILATERALS** 1. (Prove) The diagonal divides a parallelogram into two congruent triangles. 2. (State without proof) In a parallelogram opposite sides are equal, and conversely. 3. (State without proof) In a parallelogram opposite angles are equal, and conversely.	• derives proofs of mathematical statements particularly related to geometrical concepts of quadrilaterals by applying axiomatic approach and solves problems using them.	• Visualizes and explains properties of quadrilaterals • Solves problems based on properties of quadrilaterals.

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	UNIT V: MENSURATION		
1.	**AREAS** 1. Area of a triangle using Heron's formula (without proof)	• Visualizes, represents, and calculates the area of a triangle using Heron's formula.	• States and applies Heron's Formula to find area of a triangle.
2.	**SURFACE AREAS AND VOLUMES** 1. Surface areas and volumes of spheres (including hemispheres) and right circular cones.	• Visualizes and uses mathematical thinking to discover formulas to calculate surface areas and volumes of solid objects (spheres, hemispheres and right circular cones)	• Solves problems based on surface areas and volumes of three-dimensional shapes (spheres/hemi-sphere, right circular cones).
	UNIT VI: STATISTICS		
1.	**STATISTICS** 1. Bar graphs 2. Histograms (with varying base lengths) 3. Frequency polygons.	• Draws and interprets bar graph, histogram and frequency polygon	• Represents data using Bar Graph, Histogram and frequency polygon.

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MATHEMATICS QUESTION PAPER DESIGN
CLASS – IX (2025-26)

Time: 3 Hrs.   Max. Marks: 80

S. No.	Typology of Questions	Total Marks	% Weightage (approx.)
1	**Remembering:** Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers. **Understanding:** Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas	43	54
2	**Applying:** Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	19	24
3	**Analysing :** Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations **Evaluating:** Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria. **Creating:** Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions	18	22
	Total	80	100

INTERNAL ASSESSMENT	20 MARKS
Pen Paper Test and Multiple Assessment (5+5)	10 Marks
Portfolio	05 Marks
Lab Practical (Lab activities to be done from the prescribed books)	05 Marks

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The following topics are included in the syllabus but will be assessed only formatively to reinforce understanding without adding to summative assessments. This reduces academic stress while ensuring meaningful learning. Schools can integrate these with existing chapters as they align well. Relevant NCERT textual material is enclosed for reference.

S. No.	Content	Competencies	Explanation
UNIT II: ALGEBRA			
1.	**LINEAR EQUATIONS IN TWO VARIABLES** 1. Graph of linear equations in two variables. 2. Examples, problems from real life, including problems on Ratio and Proportion and with algebraic and graphical solutions being done simultaneously.	• Visualizes solutions of a linear equation in two variables as ordered pair of real numbers on its graph.	• Describes and plot a linear equation in two variables. • Exemplifies a linear equation in two variables and its possible solutions using real life examples.
UNIT III: COORDINATE GEOMETRY			
1.	**Coordinate Geometry:** 1. Plotting points in the plane.	• Specifies locations and describes spatial relationships using coordinate geometry, e.g., plotting points in a plane	• Plots/locates points in the plane.
UNIT IV: GEOMETRY			
1.	**LINES AND ANGLES** 1. (State without proof) Results on corresponding angles, alternate angles, interior angles when a transversal intersects two parallel lines. 2. (Prove) The sum of the angles of a triangle is 180°. 3. (State without proof) If a side of a triangle is produced, the exterior angle so formed is equal to the sum of the two interior opposite angles.	• derives proofs of mathematical statements particularly related to geometrical concepts, like parallel lines by applying axiomatic approach and solves problems using them.	• Visualizes, explains and applies relations between different pairs of angles on a set of parallel lines and intersecting transversal. • Solves problems based on parallel lines and intersecting transversal. • Visualizes the relation between exterior and interior angles of a triangle.

2.	**TRIANGLES** 1. (State without proof) Triangle inequalities and relation between 'angle and facing side' inequalities in triangles.	• Derives proofs of mathematical statements particularly related to geometrical concepts in triangles by applying axiomatic approach and solves problems using them.	• Defines and applies triangle inequalities with reference to angles and sides
3.	**AREAS OF PARALLELOGRAMS AND TRIANGLES** Review concept of area, recall area of a rectangle. 1. (Prove) Parallelograms on the same base and between the same parallels have equal area. 2. (State without proof) Triangles on the same base (or equal bases) and between the same parallels are equal in area.	• Find areas of all types of triangles by using appropriate formulae and apply them in real life situations	• Finds area of rectangle, parallelogram and triangle.
4.	**CIRCLES** 1. Through examples, arrive at definition of circle and related concepts-radius, circumference, diameter, chord, arc, secant, sector, segment, subtended angle. 2. (State without proof) There is one and only one circle passing through three given non-collinear points.	• Proves theorems about the geometry of a circle, including its chords and subtended angles	• Solves problems based on properties of circle.
5.	**CONSTRUCTIONS** 1. Construction of bisectors of line segments and angles of measure $60°$, $90°$, $45°$ etc., equilateral triangles. 2. Construction of a triangle given its base, sum/difference of the other two sides and one base angle.	• Constructs different geometrical shapes like bisectors of line segments, angles and their bisectors and triangles satisfying given constraints.	• Constructs line-segments, bisectors of line-segments, angles and triangle with given conditions.

	UNIT V: MENSURATION		
1.	**AREAS** 1. Application of heron's formula in finding the area of a quadrilateral.	• Visualizes, represents, and calculates the area of a triangle using Heron's formula.	• States and applies Heron's Formula to find area of a quadrilateral.
2.	**SURFACE AREAS AND VOLUMES** 1. Surface areas and volumes of cubes, cuboids and right circular cylinders.	• Visualizes and uses mathematical thinking to discover formulas to calculate surface areas and volumes of solid objects (cubes, cuboids and right circular cylinders)	• Solves problems based on surface areas and volumes of three-dimensional shapes (cube, cuboid and right circular cylinders).
	UNIT VI: STATISTICS		
1.	**STATISTICS** 1. Introduction to Statistics: Collection of data, presentation of data — tabular form, ungrouped / grouped data. 2. Mean, median and mode of ungrouped data.	• Applies measures of central tendencies such as mean, median and mode of ungrouped data.	• Organizes raw data in tabular form. • Calculates mean, median, mode of ungrouped data
2.	**PROBABILITY** 1. History, Repeated experiments and observed frequency approach to probability. Focus is on empirical probability. (A large amount of time to be devoted to group and to individual activities to motivate the concept); 2. The experiments to be drawn from real - life situations, and from examples used in the chapter on statistics).	• Applies concepts from probability to solve problems on the likelihood of everyday events.	• Conceptualizes probability using repeated experiments and observed frequencies.

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MATHEMATICS (036)
CLASS - X
Syllabus (2025-26)

Units	Unit Name	Periods	Marks
I	NUMBER SYSTEMS	15	06
II	ALGEBRA	38	20
III	COODINATE GEOMETRY	15	06
IV	GEOMETRY	25	15
V	TRIGONOMETRY	35	12
VI	MENSURATION	24	10
VII	STATISTICS & PROBBILITY	28	11
	Total	180	80

S. No.	Content	Competencies	Explanation
	UNIT I: NUMBER SYSTEMS		
1.	**REAL NUMBERS** 1. Fundamental Theorem of Arithmetic - statements after reviewing work done earlier and after illustrating and motivating through examples 2. Proofs of irrationality of $\sqrt{2}, \sqrt{3}, \sqrt{5}$	• Develops understanding of numbers, including the set of real numbers and its properties. • Extends the understanding of powers (radical powers) and exponents. • Applies Fundamental Theorem of Arithmetic to solve problems related to real life contexts.	• Describes Fundamental Theorem of Arithmetic with examples • Prove algebraically the Irrationality of numbers like $\sqrt{2}, \sqrt{3}, \sqrt{5}, 3 + 2\sqrt{5}$ etc.
	UNIT II: ALGEBRA		
1.	**POLYNOMIALS** 1. Zeros of a polynomial 2. Relationship between zeros and coefficients of quadratic polynomials.	• develops a relationship between algebraic and graphical methods of finding the zeroes of a polynomial.	• Find the zeros of polynomial graphically and algebraically and verifying the relation between zeros and coefficients of quadratic polynomials.

2.	**PAIR OF LINEAR EQUATIONS IN TWO VARIABLES** 1. Pair of linear equations in two variables and graphical method of their solution, consistency/inconsistency. 2. Algebraic conditions for number of solutions. 3. Solution of a pair of linear equations in two variables algebraically - by substitution, by elimination. Simple situational problems.	• Describes plotting a pair of linear equations and graphically finding the solution. • Models and solves contextualised problems using equations (e.g., simultaneous linear equations in two variables).	• Find the solution of pair of linear equations in two variables graphically and algebraically (substitution and elimination method)
3.	**QUADRATIC EQUATIONS** 1. Standard form of a quadratic equation $ax^2 + bx + c = 0, (a \neq 0)$. 2. Solutions of quadratic equations (only real roots) by factorization, and by using quadratic formula. Relationship between discriminant and nature of roots. 3. Situational problems based on quadratic equations related to day-to-day activities to be incorporated	• demonstrates strategies of finding roots and determining the nature of roots of a quadratic equation.	• Solves quadratic equations using factorization and quadratic formula • Determines the nature of roots using discriminant • Formulates and solves problems based on real life context
4.	**ARITHMETIC PROGRESSIONS** 1. Motivation for studying Arithmetic Progression 2. Derivation of the nth term and sum of the first n terms of AP and their application in solving daily life problems.	• Develops strategies to apply the concept of A.P. to daily life situations.	• Applies concepts of AP to find the nth term and sum of n terms. • Application of AP in real life problems

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UNIT III: COORDINATE GEOMETRY			
1.	**Coordinate Geometry** 1. **Review:** Concepts of coordinate geometry. Distance formula. Section formula (internal division).	• Derives formulae to establish relations for geometrical shapes in the context of a coordinate plane, such as, finding the distance between two given points, to determine the coordinates of a point between any two given points.	• Solves problems using distance formula and section formula
UNIT IV: GEOMETRY			
1.	**TRIANGLES** Definitions, examples, counter examples of similar triangles. 1. (Prove) If a line is drawn parallel to one side of a triangle to intersect the other two sides in distinct points, the other two sides are divided in the same ratio. 2. State (without proof) If a line divides two sides of a triangle in the same ratio, the line is parallel to the third side. 3. State (without proof) If in two triangles, the corresponding angles are equal, their corresponding sides are proportional and the triangles are similar. 4. State (without proof) If the corresponding sides of two triangles are proportional, their corresponding angles are equal and the two triangles are similar. 5. State (without proof) If one angle of a triangle is equal to one angle of another triangle and the sides including these angles are proportional, the two triangles are similar.	• works out ways to differentiate between congruent and similar figures. • establishes properties for similarity of two triangles logically using different geometric criteria established earlier such as, Basic Proportionality Theorem, etc.	• Prove Basic Proportionality theorem and applying the theorem and its converse in solving questions • Prove similarity of triangles using different similarity criteria

2.	**CIRCLES** Tangent to a circle at point of contact. 1. (Prove) The tangent at any point of a circle is perpendicular to the radius through the point of contact. 2. (Prove) The lengths of tangents drawn from an external point to a circle are equal.	• derives proofs of theorems related to the tangents of circles.	• Prove the theorems based on the tangent to a circle. • Applies the concept of tangents of circle to solve various problems.

UNIT V: TRIGONOMETRY

1.	**INTRODUCTION TO TRIGONOMETRY** 1. Trigonometric ratios of an acute angle of a right-angled triangle. Proof of their existence (well defined) 2. Motivate the ratios whichever are defined at $0°$ and $90°$. Values of the trigonometric ratios of $30°$, $45°$ and $60°$. 3. Relationships between the ratios.	• Understands the definitions of the basic trigonometric functions (including the introduction of the sine and cosine functions).	• Evaluates trigonometric ratios • Describes trigonometric ratios of standard angles and solving related expressions
2.	**TRIGONOMETRIC IDENTITIES** 1. Proof and applications of the identity $\sin^2 A + \cos^2 A = 1$. 2. Only simple identities to be given.	• Uses Trigonometric identities to solve problems.	• Proves trigonometric identities using $\sin^2 A + \cos^2 A = 1$ and other identities
3.	**HEIGHTS AND DISTANCES: Angle of elevation, Angle of Depression.** 1. Simple problems on heights and distances. Problems should not involve more than two right triangles. Angles of elevation / depression should be only $30°$, $45°$, and $60°$.	• Applies Trigonometric ratios in solving problems in daily life contexts like finding heights of different structures or distance from them.	• Find heights and distances in real life word problems using trigonometric ratios

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	UNIT VI: MENSURATION		
1.	**AREAS RELATED TO CIRCLES** 1. Area of sectors and segments of a circle. 2. Problems based on areas and perimeter /circumference of the above said plane figures. (In calculating area of segment of a circle, problems should be restricted to central angle of 60°, 90° and 120° only.	• Derives and uses formulae to calculate areas of plane figures.	• Visualises and evaluates areas of sector and segment of a circle
2.	**SURFACE AREAS AND VOLUMES** 1. Surface areas and volumes of combinations of any two of the following: cubes, cuboids, spheres, hemispheres and right circular cylinders/cones.	• Visualises and uses mathematical thinking to discover formulae to calculate surface areas and volumes of solid objects (cubes, cuboids, spheres, hemispheres, right circular cylinders/cones, and their combinations).	• Evaluates the surface areas and volumes of combinations of solids by visualisation
	UNIT VII: STATISTICS AND PROBABILITY		
1.	**STATISTICS** 1. Mean, median and mode of grouped data (bimodal situation to be avoided).	• calculates mean, median and mode for different sets of data related with real life contexts.	• Computes the mean, of a grouped frequency distribution using direct, assumed mean and step deviation method. • Computes the median and mode of grouped frequency distribution by algebraic method
2.	**PROBABILITY** 1. Classical definition of probability. 2. Simple problems on finding the probability of an event.	• Applies concepts from probability to solve problems on the likelihood of everyday events.	• Determines the probabilities in simple real-life problems

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Time: 3 Hours   Max. Marks: 80

S. No.	Typology of Questions	Total Marks	% Weightage (approx.)
1	**Remembering:** Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers. **Understanding:** Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas	43	54
2	**Applying:** Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	19	24
3	**Analysing:** Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations **Evaluating:** Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria. **Creating:** Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions	18	22
	Total	80	100

INTERNAL ASSESSMENT	20 MARKS
Pen Paper Test and Multiple Assessment (5+5)	10 Marks
Portfolio	05 Marks
Lab Practical (Lab activities to be done from the prescribed books)	05 Marks

PRESCRIBED BOOKS:
1. Mathematics - Textbook for class IX - NCERT Publication
2. Mathematics - Textbook for class X - NCERT Publication
3. Laboratory Manual - Mathematics, secondary stage - NCERT Publication
4. Mathematics exemplar problems for class IX, NCERT publication
5. Mathematics exemplar problems for class X, NCERT publication

SCIENCE (037)
SYLLABUS
CLASS IX (2025-26)

work.

COURSE STRUCTURE
CLASS IX (2025-26)
(Annual Examination)

Time: 03 Hours   Marks: 80

Unit No.	Unit	Marks
I	Matter – Its Nature and Behaviour	25
II	Organization in the Living World	22
III	Motion, Force and Work	27
IV	Food; Food Production	06
	Total	**80**
	Internal assessment	**20**
	Grand Total	**100**

Theme: Materials

Unit I: Matter-Nature and Behaviour

Matter in Our Surroundings: Definition of matter; Particulate Nature of Matter; States of Matter: solid, liquid and gas and their characteristics; change of state- melting (absorption of heat), freezing, evaporation (cooling by evaporation), condensation, sublimation.

Is Matter Around Us Pure: Elements, compounds and mixtures. Heterogeneous and homogenous mixtures, colloids and suspensions. Physical and chemical changes (excluding separating the components of a mixture); Pure and Impure substances.

Atoms and Molecules: Atoms and molecules, Law of Chemical Combination, Chemical formula of common compounds, Atomic and molecular masses.

Structure of atom: Sub-atomic particles: Electrons, protons and neutrons, Models of atom; Valency, Atomic Number and Mass Number, Isotopes and Isobars.

Theme: The World of the Living

Unit II: Organization in the Living World

Cell - Basic Unit of life: Cell as a basic unit of life; prokaryotic and eukaryotic cells, multicellular organisms; cell membrane and cell wall, cell organelles and cell inclusions; chloroplast, mitochondria, vacuoles, endoplasmic reticulum, Golgi apparatus; nucleus, chromosomes - basic structure, number.

Tissues, Organs, Organ System, Organism:

Structure and functions of animal and plant tissues (only four types of tissues in animals; Meristematicand Permanent tissues in plants).

The following topics are included in the syllabus but will be assessed only formatively to reinforce understanding without adding to summative assessments. The reduces academic stress while ensuring meaningful learning. Schools can integrate these with existing chapters as they align well. Relevant NCERT textual material is enclosed for reference.

Health and Diseases: Health and its failure. Infectious and Non-infectious diseases, their causes and manifestation. Diseases caused by microbes (Virus, Bacteria and Protozoans) and their prevention; Principles of treatment and prevention. Pulse Polio programmes.

Theme: Moving Things, People and Ideas

Unit III: Motion, Force and Work

Motion: Distance and displacement, velocity; uniform and non-uniform motion along a straight line; acceleration, distance-time and velocity-time graphs for uniform motion and uniformly accelerated motion, elementary idea of uniform circular motion.

Force and Newton's laws: Force and Motion, Newton's Laws of Motion, Action and Reaction forces, Inertia of a body, Inertia and mass, Momentum, Force and Acceleration.

The following topic is included in the syllabus but will be assessed only formatively to reinforce understanding without adding to summative assessments. The reduces academic stress while ensuring meaningful learning. Schools can integrate this with existing chapters as they align well. Relevant NCERT textual material is enclosed for reference.

Elementary idea of conservation of Momentum

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Gravitation: Gravitation; Universal Law of Gravitation, Force of Gravitation of the earth (gravity), Acceleration due to Gravity; Mass and Weight; Free fall.

Floatation: Thrust and Pressure. Archimedes' Principle; Buoyancy.

Work, Energy and Power: Work done by a Force, Energy, power; Kinetic and Potential energy; Law of conservation of energy (excluding commercial unit of Energy).

Sound: Nature of sound and its propagation in various media, speed of sound, range of hearing in humans; ultrasound; reflection of sound; echo.

Theme: Food

Unit IV: Food Production

Plant and animal breeding and selection for quality improvement and management; Use of fertilizers and manures; Protection from pests and diseases; Organic farming.

Note for Teachers: The NCERT text books present information in boxes across the book. These help students to get conceptual clarity. However, the information in these boxes would not be assessed in the year-end examination.

PRACTICALS

Practicals should be conducted alongside the concepts taught in theory classes.
(LIST OF EXPERIMENTS)

1. Preparation of: **Unit-I**
    a) a true solution of common salt, sugar and alum
    b) a suspension of soil, chalk powder and fine sand in water
    c) a colloidal solution of starch in water and egg albumin/milk in water and distinguish between these on the basis of
        *   transparency
        *   filtration criterion
        *   stability

2. Preparation of **Unit-I**
    a) A mixture
    b) A compound

    using iron filings and sulphur powder and distinguishing between these on the basis of:
    *   appearance, i.e., homogeneity and heterogeneity

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- behaviour towards a magnet
- behaviour towards carbon disulphide as a solvent
- effect of heat

3. Perform the following reactions and classify them as physical or chemical changes:

    Unit-I

    a) Iron with copper sulphate solution in water
    b) Burning of magnesium ribbon in air
    c) Zinc with dilute sulphuric acid
    d) Heating of copper sulphate crystals
    e) Sodium sulphate with barium chloride in the form of their solutions in water

4. Preparation of stained temporary mounts of (a) onion peel, (b) human cheek cells & to record observations and draw their labeled diagrams **Unit - II**

5. Identification of Parenchyma, Collenchyma and Sclerenchyma tissues in plants, striped, smooth and cardiac muscle fibers and nerve cells in animals, from prepared slides. Draw their labeled diagrams. **Unit-II**

6. Determination of the melting point of ice and the boiling point of water. **Unit-I**

7. Verification of the laws of reflection of sound. **Unit-III**

8. Determination of the density of solid (denser than water) by using a spring balance and a measuring cylinder. **Unit-III**

9. Establishing the relation between the loss in weight of a solid when fully immersed in

    Unit-III

    a) Tap water
    b) Strongly salty water with the weight of water displaced by it by taking at least two different solids.

10. Determination of the speed of a pulse propagated through a stretched string/ slinky (helical spring). **Unit-III**

11. Verification of the law of conservation of mass in a chemical reaction. **Unit-III**

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SCIENCE (037)
SYLLABUS
CLASS X (2025-26)

Total Marks : 80

Unit No.	Name of Units	Marks	No. of Periods
I	Chemical Substances-Nature and Behaviour	25	60
II	World of Living	25	40
III	Natural Phenomena	12	25
IV	Effects of Current	13	25
V	Natural Resources	05	10
	Total	**80**	**160**
	Internal Assessment	**20**	**20**
	Grand Total	**100**	**180**

Theme: Materials

Unit I: Chemical Substances - Nature and Behaviour

Chemical Reactions and Equations: Chemical reactions, Chemical equation, Balanced chemical equation, types of chemical reactions: combination, decomposition, displacement, double displacement, precipitation, endothermic exothermic reactions, oxidation and reduction.

Acids, Bases and Salts: Acids and Bases – definitions in terms of furnishing of $H+$ and $OH–$ ions, identification using indicators, chemical properties, examples and uses, neutralization, concept of pH scale (Definition relating to logarithm not required), importance of pH in everyday life; preparation and uses of Sodium Hydroxide, Bleaching powder, Baking soda, Washing soda and Plaster of Paris.

Metals and Non-metals: Properties of metals and non-metals; Reactivity series; Formation and properties of ionic compounds; Basic metallurgical processes; Corrosion and its prevention.

Carbon and its Compounds: Covalent bonds – formation and properties of covalent compounds, Versatile nature of carbon, Hydrocarbons – saturated and unsaturated Homologous series. Nomenclature of alkanes, alkenes, alkyne and carbon compounds containing functional groups (halogens, alcohol, ketones, aldehydes). Chemical properties of carbon compounds (combustion, oxidation, addition and substitution reaction). Ethanol and Ethanoic acid (only properties and uses), soaps and detergents.

Unit II: World of Living

Life processes: 'Living Being'. Basic concept of nutrition, respiration, transport and excretion in plants and animals.

Control and co-ordination in animals and plants: Tropic movements in plants; Introduction of plant hormones; Control and co-ordination in animals: Nervous system; Voluntary, involuntary and reflex action; Chemical co-ordination: animal hormones.

Reproduction: Reproduction in animals and plants (asexual and sexual) reproductive health - need and methods of family planning. Safe sex vs HIV/AIDS. Child bearing and women's health.

Heredity and Evolution: Heredity; Mendel's contribution- Laws for inheritance of traits: Sex determination; brief introduction.

Theme: Natural Phenomena

Unit III: Natural Phenomena

Reflection of light by curved surfaces; Images formed by spherical mirrors, centre of curvature, principal axis, principal focus, focal length, mirror formula (Derivation not required), magnification.

Refraction; Laws of refraction, refractive index.

Refraction of light by spherical lens; Image formed by spherical lenses; Lens formula (Derivation not required); Magnification. Power of a lens.

Functioning of a lens in human eye, defects of vision and their corrections, applications of spherical mirrors and lenses.

Refraction of light through a prism, dispersion of light, scattering of light, applications in daily life (excluding colour of the sun at sunrise and sunset).

Theme: How Things Work

Unit IV: Effects of Current

Electric current, potential difference and electric current. Ohm's law; Resistance, Resistivity, Factors on which the resistance of a conductor depends. Series combination of resistors, parallel combination of resistors and its applications in daily life. Heating effect of electric current and its applications in daily life. Electric power, Interrelation between P, V, I and R.

Magnetic effects of current: Magnetic field, field lines, field due to a current carrying conductor, field due to current carrying coil or solenoid; Force on current carrying

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conductor, Fleming's Left Hand Rule, Direct current. Alternating current: frequency of AC. Advantage of AC over DC. Domestic electric circuits.

Theme: Natural Resources

Unit V: Natural Resources

Our environment: Eco-system, Environmental problems, Ozone depletion, waste production and their solutions. Biodegradable and non-biodegradable substances.

Note for the Teachers:

The NCERT text books present information in boxes across the book. These help students to get conceptual clarity. However, the information in these boxes would not be assessed in the year-end examination.

PRACTICALS

Practical should be conducted alongside the concepts taught in theory classes.
LIST OF EXPERIMENTS

1. A. Finding the pH of the following samples by using pH paper/universal indicator: **Unit-I**

    a) Dilute Hydrochloric Acid

    b) Dilute NaOH solution

    c) Dilute Ethanoic Acid solution

    d) Lemon juice

    e) Water

    f) Dilute Hydrogen Carbonate solution

    B. Studying the properties of acids and bases (HCl & NaOH) on the basis of their reaction with: **Unit-I**

    a) Litmus solution (Blue/Red)
    b) Zinc metal
    c) Solid sodium carbonate

2. Performing and observing the following reactions and classifying them into: **Unit-I**

    a) Combination reaction

    b) Decomposition reaction

    c) Displacement reaction

    d) Double displacement reaction

    - Action of water on quicklime

    - Action of heat on ferrous sulphate crystals

    - Iron nails kept in copper sulphate solution

    - Reaction between sodium sulphate and barium chloride solutions

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3. Observing the action of Zn, Fe, Cu and Al metals on the following salt solutions:

   Unit-I

   a) $ZnSO_4$ (aq)
   b) $FeSO_4$ (aq)
   c) $CuSO_4$ (aq)
   d) $Al_2(SO_4)_3$ (aq)

   Arranging Zn, Fe, Cu and Al (metals) in the decreasing order of reactivity based on theabove result.

4. Studying the dependence of potential difference (V) across a resistor on the current (I) passing through it and determine its resistance. Also plotting a graph between V and I. **Unit-IV**

5. Determination of the equivalent resistance of two resistors when connected in series and parallel. **Unit-IV**

6. Preparing a temporary mount of a leaf peel to show stomata. **Unit- II**

7. Experimentally show that carbon dioxide is given out during respiration. **Unit-II**

8. Study of the following properties of acetic acid (ethanoic acid): **Unit- I**

   a) Odour
   b) solubility in water
   c) effect on litmus
   d) reaction with Sodium Hydrogen Carbonate

9. Study of the comparative cleaning capacity of a sample of soap in soft and hard water. **Unit- I**

10. Determination of the focal length of: **Unit-III**

    a) Concave mirror
    b) Convex lens by obtaining the image of a distant object.

11. Tracing the path of a ray of light passing through a rectangular glass slab for different angles of incidence. Measure the angle of incidence, angle of refraction, angle of emergence andinterpret the result. **Unit - III**

12. Studying (a) binary fission in *Amoeba*, and (b) budding in yeast and Hydra with the help of prepared slides. **Unit-II**

13. Tracing the path of the rays of light through a glass prism. **Unit-III**

14. Identification of the different parts of an embryo of a dicot seed (pea, gram or red kidney bean). **Unit-II**

PRESCRIBED BOOKS:
- Science-Textbook for class IX-NCERT Publication
- Science-Text book for class X- NCERT Publication
- Laboratory Manual-Science-Class IX, NCERT Publication
- Laboratory Manual-Science-Class X, NCERT Publication
- Exemplar Problems Class IX – NCERT Publication
- Exemplar Problems Class X – NCERT Publication

Theory (80 marks)

Competencies	Total
Demonstrate Knowledge and Understanding	50 %
Application of Knowledge/Concepts	30 %
Formulate, Analyze, Evaluate and Create	20 %

Note:

- Typology of Questions: VSA including objective type questions, Assertion – Reasoning type questions; SA; LA; Source-based/ Case-based/ Passage-based/ Integrated assessment questions.
- An internal choice of approximately 33% would be provided.

Internal Assessment (20 Marks)

- **Periodic Assessment** - 05 marks + 05 marks
- **Subject Enrichment** (Practical Work) - 05 marks
- **Portfolio** - 05 marks

Suggestive verbs for various competencies

- **Demonstrate Knowledge and Understanding**

  State, name, list, identify, define, suggest, describe, outline, summarize, etc.

- **Application of Knowledge/Concepts**

  Calculate, illustrate, show, adapt, explain, distinguish, etc.

- **Formulate, Analyze, Evaluate and Create**

  Interpret, analyze, compare, contrast, examine, evaluate, discuss, construct, etc.

SOCIAL SCIENCE (038)
CLASS IX
SYLLABUS (2025-26)

History-India and the Contemporary World - I			Marks-20 inclusive of Map pointing
Section	**Chapter No**	**Chapter Name**	**Marks**
I Events and Process	I	The French Revolution	18+2 map pointing
	II	Socialism in Europe and the Russian Revolution	
	III	Nazism and the Rise of Hitler	
II Livelihood, Economies and Societies	IV	Forest, Society and Colonialism **Interdisciplinary project as part of multiple assessments** (Internally assessed for 5 marks)	
	V	Pastoralists in the Modern World **(assessed as part of Periodic Assessment only)**	

Geography-Contemporary India - I		Marks-20 inclusive of Map pointing
Chapter No.	**Chapter Name**	**Marks**
1	India – Size and Location	17+3 map pointing*
2	Physical Features of India	
3	Drainage	
4	Climate	
	Natural Vegetation and Wildlife **(Only map pointing to be evaluated in the annual examination**.	
5	Population	* Marks as mentioned
6	Interdisciplinary project as part of multiple assessments (Internally assessed for 5 marks)	

Political Science- Democratic Politics - I		20 Marks
Chapter No.	**Chapter name**	**Marks**
1	What is Democracy?	20
	Why Democracy?	
2	Constitutional Design	
3	Electoral Politics	
4	Working of Institutions	
5	Democratic Rights	

Economics		20 Marks
Chapter No.	**Chapter name**	**Marks**
1	The Story of Village Palampur **(To be assessed as part of Periodic Assessment only)**	20
2	People as Resource	
3	Poverty as a Challenge	
4	Food Security in India	

History-India and the Contemporary World - I

Section I: Events and Processes

Chapter 1 - The French Revolution
Learning Outcomes-The students will be able to
➢ Infer how the French Revolution had an impact on the European countries in the making of nation states in Europe and elsewhere.
➢ Illustrate that, the quest for imperialism triggered the First World War.
➢ Examine various sources to address imbalances that may lead to revolutions

Chapter 2 - Socialism in Europe and the Russian Revolution
Learning Outcomes- The students will be able to
➢ Compare the situations that led to the rise of Russian and French Revolutions.
➢ Examine the situations that led to the establishment of Lenin's communism and Stalin's collectivization.
➢ Analyse the role played by the varied philosophers and leaders that shaped the revolution.

Chapter 3 - Nazism and the Rise of Hitler.
Learning Outcomes- The students will be able to
➢ Analyse the role of "Treaty of Versailles" in the rise of Hitler to power.
➢ Analyse the genocidal war waged against the "undesirables" by Hitler.
➢ Compare and contrast the characteristics of Hitler and Gandhi

Section II: Livelihoods, Economies and Societies

Chapter 4 - Forest Society and Colonialism

Chapter 5 - Pastoralists in the Modern World
Learning Outcomes - The students will be able to
➢ Examine the situations that have created nomadic societies highlighting the key factors played by the climatic conditions and topography.
➢ Analyse varying patterns of developments within pastoral societies in different places in India.
➢ Comprehend the impact of colonialism on Pastoralists in India and Africa.

Geography- Contemporary India - I

Chapter 1 - India – Size and Location
➢ Examine how the location of an area impacts its climate and time with reference to longitude and latitude.
➢ Explore and analyses the trading and cultural relationships of India with its neighbouring countries.
➢ Evaluate the situation & reasons that made 82.5E* longitude as Time meridian of India.
➢ Examine how location of India enables its position as a strategic partner in the subcontinent.
➢ Justify the reasons for the differences in climatic conditions, local and standard time.

Chapter 2 - Physical Features of India

Learning Outcomes- The students will be able to
- Justify how the Physical Features of India influences the livelihoods, culture, and the biodiversity of the region.
- Examine the geological process that played a crucial role in the formation of diverse physical features in India.
- Analyse the conditions and relationships of the people living in different physiographic areas.

Chapter 3 - Drainage
Learning Outcomes- The students will be able to
- Examine the information about different lakes and infer on their contribution to Indian ecology.
- Present creative solutions to overcome the water pollution and also to increase the contribution of water bodies to the Indian economy.
- Identify the river systems of the country and explain the role of rivers in human society

Chapter 4 - Climate
Learning Outcomes- The students will be able to
- Analyse and infer the effect of monsoon winds on rainfall of the Indian subcontinent.
- Analyse the temperatures between plateau region, Himalayan region, desert region and coastal region.
- Enumerate and summarise the reasons for the wide difference between temperatures at different geographical locations of India

Chapter 5 - Natural Vegetation and Wildlife

Chapter 6 - Population
Learning Outcomes- The students will be able to
- Analyse and infer the reasons behind the uneven distribution of population in India with specific reference to UP & Rajasthan and Mizoram and Karnataka
- Enlist the factors that affect the population density

Political Science-Democratic Politics – I

Chapter 1- What is Democracy? Why Democracy?
Learning Outcomes- The students will be able to
- Examine the concept of structural components of Democracy and its forms/ features.
- Compare and Contrast working of democracies of India and North Korea and infer on their differences and significance in each country.
- Analyse and infer on the different historical processes and forces that have contributed for the promotion of democracy

Chapter 2- Constitutional Design
Learning Outcomes- The students will be able to
- Discuss and describe the situation that led to creation of Indian Constitution
- Enumerate the essential features that need to be kept in mind while drafting a constitution.
- Examine the guiding values that created the Indian constitution
- Comprehend the roles and responsibilities as citizens of India.

Chapter 3- Electoral Politics
Learning Outcomes- The students will be able to

- Analyse the implications of power of vote and power of recall.
- Summarise the essential features of the Indian Electoral system.
- Examine the rationale for adopting the present Indian Electoral System.

Chapter 4- Working of Institutions
Learning Outcomes- The students will be able to
- Examine the roles, responsibilities, and interdependency of all the 3 organs of the Government.
- Appreciate the parliamentary system of executive's accountability to the legislature.
- Summarise and evaluate the rule of law in India.

Chapter 5- Democratic Rights
Learning Outcomes- The students will be able to
- Summarise the importance of fundamental rights and duties in the light of the nation's glory.
- Analyse and recognise the role of a responsible citizen while performing their prescribed duties versus claiming rights.

ECONOMICS
Chapter 1- The Story of Village Palampur
Learning Outcomes- The students will be able to
- Enlist the requirements of production and comprehend the interdependence of these requirements.
- Correlate farming and non-farming activities to economic growth.
- Comprehend how the significance of conditions of farming and the factors of production impact economic development.
- Find solutions to foster an equitable society.

Chapter 2- People as Resource
Learning Outcomes- The students will be able to
- Evaluate the reasons that contribute to the quality of population.
- Observe different government schemes and see their effect on the people there.

Chapter 3- Poverty as a Challenge
Learning Outcomes- The students will be able to
- Comprehend the reasons for poverty in the rural and urban areas.
- Evaluate the efficacy of the government to eradicate poverty.
- Correlate the link between education and poverty.

Chapter 4- Food Security in India
Learning Outcomes- The students will be able to
- Comprehend various aspects of food security that will ensure continuity of supply
- Enumerate the different features of PDS that directly address FSI.
- Analyse and infer the impact of the Green Revolution.
- Analyse causes and effect of famines in food security during pre and post independent India.

CLASS IX (2025-26)
MAP WORK

Subject	Chapter	List of Areas to be located /labeled/identified on the map
History	French Revolution	Outline political map of France. Locate/label/ identify. ● Bordeaux, Nantes, Paris and Marseille
	Socialism in Europe and the Russian Revolution	Outline political map of the World. Locate/label/identify Major countries of First World War: Central Powers: Germany, Austria-Hungary, Turkey (Ottoman Empire). Allied Powers - France, England, Russia and USA

	Nazism and the Rise of Hitler	Outline Political Map of World. Locate/label/ identify Major countries of Second World War Axis: Powers - Germany, Italy, Japan Allied Powers - UK, France, Former USSR, USA
Geography	India : size and location	• India - States and Capitals • Tropic of Cancer, Standard Meridian (Location and Labeling) • Neighbouring Countries
	India physical features	• Mountain Ranges: The Karakoram, The Zanskar, The Shivalik, The Aravali, The Vindhya, The Satpura, Western and Eastern Ghats • Mountain Peaks-K2, Kanchan Junga, Anai Mudi
		• Plateau – Deccan Plateau, Chota Nagpur Plateau, Malwa Plateau • Coastal Plains – Konkan, Malabar, Coromandel & Northen Circar (Location and Labelling)
	Drainage system	Rivers (Identification only) • The Himalayan River Systems – Indus, Ganges & Sutlej • The Peninsular Rivers – The Narmada, The Tapti, The Kaveri, The Krishna, The Godavari, The Mahanadi • Lakes – Wular, Pulicat, Sambar, Chilika
	Climate	• Annual rainfall in India, Monsoon wind direction
	Population	• Population density of all states • The state having highest and lowest density of population

Note- The Maps available in the website of Govt. of India may be used.

CLASS IX (2025-26) INTERNAL ASSESSMENT: 20 MARKS

Type of Assessment	Description	Marks
Periodic Assessment	Pen Paper Test	5
Multiple Assessment	Quiz, debate, role play, viva-voce, group discussion, visual expression, interactive bulletin boards, gallery walks, exit cards, concept maps, peer assessment, self- assessment etc. through interdisciplinary project	5
Subject Enrichment Activity	Project work (Interdisciplinary)-Disaster Management	5
Portfolio	Classroom, work done (activities/assignments) reflections, narrations, journals etc. Achievements of the student in the subject throughout the year. Participation of the student in different activities like Heritage India quiz etc.	5

CLASS IX PRESCRIBED TEXT BOOKS

S. No.	Subject	Name of the Book	Publisher
1	History	India and the Contemporary World-I	NCERT
2	Political Science	Democratic Politics-I	NCERT
3	Geography	Contemporary India-I	NCERT
4	Economics	Economics	NCERT

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SOCIAL SCIENCE (038)
CLASS X
SYLLABUS (2025-26)

History (India and the Contemporary World-II)			20 Marks inclusive of map pointing
Section	**Chapter No.**	**Chapter name**	**Marks**
I Events and processes	I	The Rise of Nationalism in Europe	18+2 map pointing
	II	Nationalism in India	
II Livelihoods, Economies and Societies	III	The Making of a Global World (**To be evaluated in the Board Examination** Subtopics: 1 to 1.3 Pre Modern World to Conquest, disease and trade)	
		Interdisciplinary project as part of multiple assessments (Internally assessed for 5 marks) Subtopics 2 to 4.4 –The nineteenth century (1815-1914) to end of Bretton Woods & the beginning of "Globalisation"	
	IV	The Age of Industrialisation (**To be assessed as part of Periodic Assessment only**)	
III. Everyday Life, Culture and politics	V	Print Culture and the Modern world	

Geography (Contemporary India-II)		Marks-20 inclusive map pointing
Chapter No.	**Chapter Name**	**Marks**
1	Resources and Development	17+3 map pointing
2	Forest and Wildlife Resources	
3	Water resources	
4	Agriculture	
5	Minerals and Energy Resources	
6	Manufacturing Industries	
7	Lifelines of National Economy (Only map pointing to be evaluated in the Board Examination)	

Political Science (Democratic Politics-II)			20
Unit No.	**Chapter No.**	**Chapter name**	**Marks**
I	1	Power-sharing	20
	2	Federalism	
II	3	Gender, Religion and Caste	
III	4	Political Parties	
IV	5	Outcomes of Democracy	

Economics (Understanding Economic Development)	20

Chapter No.	Chapter name	Marks
1	Development	
2	Sectors of the Indian Economy	
3	Money and Credit	20
4	• Globalisation and the Indian Economy to be evaluated in the Board Examination • What is Globalisation? • Factors that have enabled Globalisation • Interdisciplinary project as part of multiple assessment (Internally assessed for 5 marks) • Production across the countries • Chinese toys in India • World Trade Organisation • The Struggle for a Fair Globalisation	
5	Consumer Rights (Project Work)	

HISTORY: India and the Contemporary World – II

Chapter I -The Rise of Nationalism in Europe
Learning outcome- The students will be able to
➢ Infer how French Revolution had an impact on the European countries in the making of a nation state.
➢ Comprehend the nature of the diverse social movements of the time.
➢ Analyse and infer the evolution of the idea of nationalism which led to the formation of nation states in Europe and elsewhere.
➢ Evaluate the reasons which led to the First World War.

Chapter 2 Nationalism in India
Learning outcome- The students will be able to
➢ Illustrate various facets of Nationalistic movements that ushered in the sense of Collective Belonging.
➢ Evaluate the effectiveness of the strategies applied by Gandhiji and other leaders in the movements organised by him.
➢ Summarise the effects of the First World War that triggered the two defining movements (Khilafat &Non- Cooperation Movement) in India

Chapter 3- The Making of a Global World
Subtopic 1. The pre-modern world
Subtopic 2. 19th century 1815 -1914
Subtopic 3. The inter- war economy
Subtopic 4. Rebuilding of world economy: the post war era.

Inter disciplinary Project with chapter 7 of Geography: Lifelines of National Economy and chapter 4 of Economics: Globalisation and the Indian Economy Refer Annexure III B.

Learning outcome- The students will be able to
➢ Summarise the changes that transformed the world in different areas.
➢ Depict the global interconnectedness from the Pre-modern to the present day.

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➢ Enumerate the destructive impact of colonialism on the livelihoods of colonised people.

Chapter 4-The Age of Industrialisation
Learning outcome- The students will be able to
➢ Enumerate economic, political, social features of Pre and Post Industrialization.
➢ Analyse and infer how the industrialization impacted colonies with specific focus on India

Chapter 5 - Print culture and the Modern World
Learning Outcome- The students will be able to
➢ Enumerate the development of Print from its beginnings in East Asia to its expansion in Europe and India.
➢ Compare and contrast the old tradition of handwritten manuscripts versus print technology.
➢ Summarise the role of Print revolution and its impact

Geography: Contemporary India – II
Chapter 1- Resources and Development
Learning Outcome- The students will be able to
➢ Enumerates how the resources are interdependent, justify how planning is essential in judicious utilisation of resources and the need to develop them in India.
➢ Infer the rationale for development of resources.
➢ Analyse and evaluate data and information related to non-optimal land, utilization in India
➢ Suggest remedial measures for optimal utilization of underutilized resources

Chapter 2- Forest and Wildlife Resources
Learning Outcome- The students will be able to
➢ Examine the importance of conserving forests and wildlife and their interdependency in maintaining the ecology for the sustainable development of India.
➢ Analyse the role of grazing and wood cutting in the development and degradation
➢ Summarise the reasons for conservation of biodiversity under sustainable development.
➢ Discuss how developmental works, grazing wood cutting have impacted the forests
➢ Use art integration to summarise and present the reasons for conservation of biodiversity in India under sustainable development.

Chapter 3-Water Resources
Learning Outcome- The students will be able to
➢ Examine the reasons for conservation of water resource in India.
➢ Analyse and infer how the multipurpose projects are supporting the requirement of water.

Chapter 4- Agriculture
Learning Outcome
➢ Examine the crucial role played by agriculture in our economy and society.
➢ Analyse the challenges faced by the farming community in India.
➢ Identifies various aspects of agriculture, including crop production, types of farming etc

Chapter 5- Minerals and Energy
Resources Learning Outcome- The students will be able to
➢ Differentiates between the conventional and nonconventional sources of energy.
➢ Analyses the importance of minerals and natural resources for economic development of the country. Suggests strategies for sustainable use of natural resources.

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Chapter 6-Manufacturing Industries
Learning Outcome- The students will be able to
➢ Enumerate the impact of manufacturing industries on the environment and develop strategies for sustainable development of the manufacturing sector.
➢ Differentiate between various types of manufacturing industries based on their input materials, processes, and end products, and analyse their significance in the Indian economy.
➢ Analyse the relation between the availability of raw material and location of the industry.

Chapter 7- Life Lines of National Economy

Political Science: Democratic Politics - II
Chapter 1- Power – sharing
Learning Outcome- The students will be able to
➢ Enumerate the need for power sharing in democracy.
➢ Analyse the challenges faced by countries like Belgium and Sri Lanka ensuring effective power sharing.
➢ Compare and contrast the power sharing of India with Sri Lanka and Belgium.
➢ Summarise the purpose of power sharing in preserving the unity and stability of a country

Chapter 2-Federalism
Learning Outcome- The students will be able to
➢ Infer how federalism is being practised in India.
➢ Analyse the policies and politics that has strengthened federalism in practice.

Chapter 3- Gender, Religion and Caste
Learning Outcome- The students will be able to
➢ Examine the role and differences of Gender, religion and Caste in practicing Democracy.
➢ Analyse that different expression based on the differences, are healthy or not in a democracy

Chapter 4- Political Parties
Learning Outcome- The students will be able to
➢ Understand the process of parties getting elected.
➢ Know the significance of the right to vote and exercise the duties as citizens of a nation.
➢ Examine the role, purpose and no. of Political Parties in Democracy.

Chapter 5- Outcomes of Democracy
Learning Outcome- The students will be able to
➢ Enumerates how the success of democracy depends on quality of government, economic well- being, inequality, social differences, conflict, freedom and dignity.

Economics: Understanding Economic Development
Chapter- 1 Development
Learning Outcome- The students will be able to
➢ Enumerate and examine the different processes involved in setting developmental Goals.
➢ Analyse and infer how the per capita income depicts the economic condition of the nation.
➢ Evaluate the development goals with reference to their efficacy, implemental strategies, relevance to current requirements of the nation.
➢ Compare the per capita income of some countries and infer reasons for the variance.
➢ Analyse the multiple perspectives on the need of development.

Chapter 2- Sectors of the Indian Economy
Learning Outcome- The students will be able to

- Analyse and infer how the economic activities in different sectors contribute to the overall
- growth and development of the Indian economy.
- Propose solutions to identified problems in different sectors based on their understanding.
- Summarise how the organised and unorganised sectors are providing employment
- Enumerate the role of the unorganised sector in impacting Per Capita Income currently and propose suggestive steps to reduce the unorganised sector for more productive contributions to GDP.
- Enumerate and infer the essential role of the Public and Private sectors

Chapter 3- Money and Credit
Learning Outcome- The students will be able to
- Enumerate how money plays as a medium exchange in all transactions of goods and services from ancient times to the present times.
- Analyse and infer various sources of Credit.
- Summarise the significance and role of self-help groups in the betterment of the economic condition of rural people/ women.

Chapter- 4. Globalisation and the Indian Economy

Subtopics: What is Globalisation?
Factors that have enabled Globalisation.

Interdisciplinary Project with chapter 3 of History: "The making of a Global World". And chapter 7 of Geography: "Lifelines of National Economy"

Subtopics:
  i.   Production across the countries
  ii. World Trade Organisation
  iii. The Struggle for a Fair Globalisation

Learning Outcome- The students will be able to

- Enumerate the concept of globalisation and its definition, evolution, and impact on the global economy.
- Evaluate the key role of the key major drivers of globalisation and their role in shaping the global economic landscape in various countries.
- Comprehend the significance of role of G20 and its significance in the light of India's role.

5. Project work - Consumer Rights **OR** Social Issues **OR** Sustainable Development

Subject	Name of the Chapter	List of areas to be located/ labeled/ identified on the map
History	Nationalism in India	**I. Congress sessions:** • 1920 Calcutta • 1920 Nagpur • 1927 Madras session **II. 3 Satyagraha movements:** • Kheda • Champaran • Ahmedabad mill workers **III. Jallianwala Bagh** **IV. Dandi March**
Geography	Resources and Development	Identify Major Soil Types
	Water Resources	**Locating and Labeling:** • Salal • Sardar Sarovar • Bhakra Nangal • Hirakund • Tehri • Nagarjun Sagar • Rana Pratap Sagar • Tungabhadra
	Agriculture	**Identify:** • Major areas of Rice and Wheat • Largest/Major producer states of Sugarcane, Tea, Coffee, • Rubber, Cotton and Jute
	Minerals and Energy Resources	**Identify:** <table><tr><th>Iron Ore Mines</th><th>Coal Mines</th><th>Oil Fields</th></tr><tr><td>Mayurbhanj</td><td>Raniganj</td><td>Digboi</td></tr><tr><td>Durg</td><td>Bokaro</td><td>Naharkatia</td></tr><tr><td>Bailadila</td><td>Talcher</td><td>Mumbai High</td></tr><tr><td>Bellary</td><td>Neyveli</td><td>Bassien</td></tr><tr><td>Kudremukh</td><td></td><td>Kalol</td></tr><tr><td></td><td></td><td>Ankaleshwar</td></tr></table>
		Locate and label: Power Plants **Thermal** **Nuclear** • Namrup • Narora • Singrauli • Kakrapara • Ramagundam • Tarapur • Kalpakkam
	Manufacturing Industries	• Manufacturing Industries (Locating and labeling only) • Cotton textile Industries: a. Mumbai, b. Indore, c. Surat, d. Kanpur, e. Coimbatore • Iron and Steel Plants: a. Durgapur, b. Bokaro, c. Jamshedpur, d. Bhilai, e. Vijayanagar, f. Salem • Software technology Parks: a. Noida, b. Gandhi- nagar, c. Mumbai, d. Pune, e. Hyderabad, f. Bengaluru, g. Chennai, h. Thiruvananthapuram
	Lifelines of National Economy	Locating and Labeling **a. Major Sea Ports** • Kandla • Tuticorin • Mumbai • Chennai • Marmagao • Visakhapatnam • New Mangalore • Paradip • Kochi • Haldia **b. International Airports** • Amritsar (Raja Sansi-Sri Guru Ram Das ji) • Delhi (Indira Gandhi) • Mumbai (Chhatrapati Shivaji) • Chennai (Meenambakkam) • Kolkata (Netaji Subhash Chandra Bose) • Hyderabad (Rajiv Gandhi)

Note

1. Items of Locating and Labelling may also be given for Identification.
2. The Maps available in the website of Govt. of India may be used.

CLASS X
QUESTION PAPER DESIGN
Subject Wise Weightage

Subject	Syllabus	Marks (80)	Percentage
History	• The Rise of Nationalism in Europe. • Nationalism in India: • The Making of a Global World Sub topics 1 to 1.3 • Print Culture and the Modern World • Map pointing	18+2	25%
Political Science	• Power – sharing • Federalism • Gender, Religion and Caste • Political Parties • Outcomes of Democracy	20	25%
Geography	• Resources and Development • Forest and Wildlife Resources • Water Resources • Agriculture • Mineral& Energy resources • Manufacturing industries. • Lifelines of National Economy (map pointing) • Map pointing	17+3	25%

Economics	• Development
	• Sectors of the Indian Economy
	• Money and Credit
	• Globalisation and The Indian Economy Sub topics:
	  ➢ What is Globalisation?
	  ➢ Factors that have enabled Globalisation
		20	25%

Weightage to Type of Questions

Type of Questions	Marks (80)	Percentage
1 Mark- MCQs (20x1) (Inclusive Of Assertion, Reason, Differentiation & Stem)	20	25%
2 Marks- Long Answer Questions (4x2) (Knowledge, Understanding, Application, Analysis, Evaluation, Synthesis & Create)	8	10%
3 Marks- Long Answer Questions (5x3) (Knowledge, Understanding, Application, Analysis, Evaluation, Synthesis & Create)	15	18.75%
4 Marks- Case Study Questions (3x4) (Knowledge, Understanding, Application, Analysis, Evaluation, Synthesis & Create)	12	15%
5 Mark- Long Answer Questions (4x5) (Knowledge, Understanding, Application, Analysis, Evaluation, Synthesis & Create)	20	25%
Map Pointing	5	6.25%

Weightage to Competency Levels

Sr. No.	Competencies	Marks (80)	Percent-age
1	**Remembering and Understanding**: Exhibiting memory of previously learned material by recalling facts, terms, basic concepts, and answers; Demonstrating understanding of facts and ideas by organizing, translating, interpreting, giving descriptions and stating main ideas.	24	30%
2	**Applying**: Solving problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	11	13.25%
3	**Analysing, Evaluating and Creating**: Examining and breaking information into parts by identifying motives or causes; Making inferences and finding evidence to support generalizations; Presenting and defending opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria. Compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions.	40	50%
4	Map Skill	5	6.25%
	Total	**80**	**100%**

CLASS X (2025-26)
GUIDELINES FOR INTERNAL ASSESSMENT: 20 MARKS

Type of Assessment	Description	Marks
Periodic Assessment	Pen Paper Test.	**5**
Multiple Assessment	Quiz, debate, role play, viva, group discussion, visual expression, interactive bulletin boards, gallery walks, exit cards, concept maps, peer assessment, Self- assessment etc. through Interdisciplinary project	**5**
Subject Enrichment Activity	Project Work on Consumer Rights OR Social Issues OR Sustainable Development (Interdisciplinary)	**5**
Portfolio	Classwork, Work done (activities/ assignments) reflections, narrations, journals, etc. Achievements of the student in the subject throughout the year Participation of the student in different activities like heritage India quiz	**5**

CLASS X PRESCRIBED TEXTBOOKS

S.No	Subject	Name of the Book	Publisher
1	History	India and the Contemporary World-II	NCERT
2	Political Science	Democratic Politics-II	NCERT
3	Geography	Contemporary India-II	NCERT
4	Economics	Understanding Economic Development	NCERT

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Project Work: Class IX

Project work	Competencies
Every student must undertake one project on Disaster Management **Objectives:** The main objectives of giving project work on Disaster Management to the students are to: • To create awareness in them about different disasters, their consequences and management • To prepare them in advance to face such situations • To ensure their participation in disaster risk reduction plans • To enable them to create awareness and preparedness among the community. • The project work helps in enhancing the Life Skills of the students. • Various forms of art must be integrated in the project work.	The students will develop the following competencies: • Collaboration • Use analytical skills. • Evaluate the situations during disasters. • Synthesize the information. • Find creative solutions. • Strategies the order of solutions. • Use the right communication skills.

Guidelines:

To realise the expected objectives, it would be required of the principals / teachers to muster support from various local authorities and organisations like the Disaster Management Authorities, Relief, Rehabilitation and the Disaster Management Departments of the States, Office of the District Magistrate/ Deputy Commissioners, Fire Service, Police, Civil Defence etc. in the area where the schools are located.

The project carried out by the students should subsequently be shared among themselves through interactive sessions such as exhibitions, panel discussions, etc.

The distribution of marks over different rubrics relating to Project Work is as follows:

S.no	Aspects	Marks
a	Content accuracy and originality	2
b	Competencies exhibited and Presentation	2
c	Viva-Voce	1

➢ All documents pertaining to assessment under this activity should be meticulously maintained by the schools.

➢ A Summary Report should be prepared highlighting:
  • objectives realized through individual work and group interactions.
  • calendar of activities.
  • innovative ideas generated in the process.
  • list of questions asked in viva voce.

➢ It is to be noted here by all the teachers and students that the projects and models prepared should be made from eco-friendly products without incurring too much expenditure.

➢ The Project Report can be handwritten or digital.

➢ The Project Work needs to enhance cognitive, affective and psychomotor skills of the learners. It will include self-assessment and peer assessment, and progress of the child in project-based and inquiry-based learning, art integrated activities, experiments, models, quizzes, role plays, group work, portfolios, etc., along with teacher assessment. (NEP-2020)

➢ The Project work can culminate in the form of PowerPoint Presentation/Exhibition/Skit/albums/files/song and dance or culture show /story telling/debate/panel discussion, paper presentation and whichever is suitable to Visually Impaired Candidates.)

➢ The record of the project work (internal assessment) should be kept for a period of three months for verification, if any.

INFORMATION TECHNOLOGY (054)
CLASS – IX Syllabus (2025-2026)
Total Marks: 100 (Theory-50 + Practical-50)

	UNITS	NO. OF HOURS for Theory and Practical		MAX. MARKS for Theory and Practical
Part A	**Employability Skills**			
	Unit 1 : Communication Skills-I	10		2
	Unit 2 : Self-Management Skills-I	10		3
	Unit 3 : ICT Skills-I	10		1
	Unit 4 : Entrepreneurial Skills-I	15		3
	Unit 5 : Green Skills-I	05		1
	Total	**50**		**10**
Part B	**Subject Specific Skills**	**Theory**	**Practical**	**Marks**
	Unit 1: Introduction to IT- ITeS industry	2	4	4
	Unit 2: Data Entry & Keyboarding Skills	4	10	6
	Unit 3: Digital Documentation	10	26	10
	Unit 4:Electronic Spreadsheet	18	35	10
	Unit 5: Digital Presentation	10	31	10
	Total	**44**	**106**	**40**
Part C	**Practical Work**			
	Practical Examination			15
	Written Test			10
	Viva Voce			10
	Total			**35**
Part D	**Project Work/ Field Visit**			
	Practical File/ Student Portfolio			10
	Viva Voce			05
	Total			**15**
	GRAND TOTAL	**200**		**100**

DETAILED CURRICULUM/TOPICS:

Part-A: EMPLOYABILITY SKILLS

S. No.	Units	Duration in Hours
1.	Unit 1: Communication Skills-I	10
2.	Unit 2: Self-Management Skills-I	10
3.	Unit 3: Basic Information and Communication Technology Skills-I	10
4.	Unit 4: Entrepreneurial Skills-I	15
5.	Unit 5: Green Skills-I	05
	TOTAL	**50**

Part-B – SUBJECT SPECIFIC SKILLS

- Unit 1: Introduction to IT- ITeS industry
- Unit 2: Data Entry & Keyboarding Skills
- Unit 3: Digital Documentation
- Unit 4: Electronic Spreadsheet
- Unit 5: Digital Presentation

UNIT 1: INTRODUCTION TO IT–ITeS INDUSTRY

S. No.	LEARNING OUTCOMES	THEORY	PRACTICAL
1	Appreciate the applications of IT	• Introduction to IT and ITeS, BPO services, • BPM industry in India, • Structure of the IT-BPM industry, • Applications of IT in home computing, everyday life, library, workplace, education, entertainment, communication, business, science and engineering, banking, insurance, marketing, health care, IT in the government and public service	- Identify and list the various IT enabled services, Observe the application of IT in various areas.

UNIT 2: DATA ENTRY AND KEYBOARDING SKILLS

S. No.	LEARNING OUTCOMES	THEORY	PRACTICAL
1.	Use keyboard and mouse for data entry	• Keyboarding Skills, • Types of keys on keyboard, Numeric keypad, • Home keys, Guide keys, • Typing and deleting text, • Typing ergonomics, • Positioning of fingers on the keyboard, Allocation of keys to fingers on four different rows, • Pointing device – Mouse, Mouse operations.	• Identify the keys and its use on the keyboard, • Demonstrate to use various keys on the keyboard, • Demonstrate to type the text, numbers, special character using appropriate keys on the keyboard, • Practice the correct typing ergonomics, • Practice to place fingers on correct key in four different row of keyboard, • Practice various mouse operations.
2.	Use typing software	• Introduction to Rapid Typing Tutor, • Touch typing technique, • User interface of Typing Tutor, • Typing text and interpret results, • Working with lesson editor, • Calculating typing speed, • Typing rhythm.	• Identify the user interface of • typing tutor, • Practice to type text in typing tutor software and interpret the results, • Practice to work in lesson editor, • Calculate the typing speed • Practice to improve typing • Using typing tutor software.

UNIT 3: DIGITAL DOCUMENTATION

S. No.	LEARNING OUTCOMES	THEORY	PRACTICAL
1.	Create a document using a word processor	• Introduction to word processing, • Word processing applications, • Introduction to Word Processing tool • Creating a document, Parts of a Word Processor Window,	• List the available word processing applications. • Introduce with the parts of the main window. • Change document views. • Start a new document. • Open an existing document. • Save a document. • Close a document.
2.	Apply Editing features	• Text editing – Undo and Redo, • Moving and copying text, • Copy and Paste, • Selecting text, • Selection criteria,	• Editing of text in a document • Demonstrate to use undo and redo option, • Use the keyboard and mouse options to select, cut, copy, paste, and move text.

S. No.	LEARNING OUTCOMES	THEORY	PRACTICAL
		• Selecting non-consecutive text items, • Selecting a vertical block of • text, • Find and replace option, • Jumping to the page number, • Non-printing characters, • Checking spelling and grammar, • Using Synonyms and Thesaurus.	• Demonstrate to select nonconsecutive text items, vertical block of text, • Search and replace text in a document. • Jump to the given page number in a document, • Insert non-printing characters in a document, • Apply Spelling and grammar option of document. • Demonstrate to use Synonyms and Thesaurus.
3.	Apply formatting features	• Page style dialog • Formatting text – Removing manual formatting, Common text formatting, Changing text case, Superscript and Subscript • Formatting paragraph – Indenting paragraphs, Aligning paragraphs, Font colour, highlighting, and background colour, Using bullets and numbering, Assigning colour, border and background to paragraph. • Page formatting – setting up basic page layout using styles, Inserting page break, Creating header/footer and page numbers, • Defining borders and backgrounds, Inserting images shapes, special characters in a document, Dividing page into columns, Formatting the shape or image.	• Apply various text formatting options for the text, • Demonstrate to format paragraphs – indent/align paragraphs, assign font colour, highlighting, and background colour, • Assign number or bullets to the lists items • Demonstrate to assign colour, border and background to paragraph • Demonstrate the page formatting – set up basic page layout using styles, • Insert page break, Create header/footer and page numbers • Define borders and backgrounds • Insert images, shapes, special characters in a document • Divide page into columns, • Format the shape or image.
4.	Create and work with tables	• Creating table in Word Processor • Inserting row and column in a table • Deleting rows and columns • Splitting and merging tables • Deleting a table • Copying a table • Moving a table.	• Demonstrate and do the following in Word Processor: • Create table, • Insert and delete rows and column in a table, • Split and merge tables, • Delete a table, • Copy or move from one location to another location of document.

S. No.	LEARNING OUTCOMES	THEORY	PRACTICAL
5.	Use Print Options	• Printing options in Word Processor. • Print preview, • Controlling printing, • Printing all pages, single and multiple pages.	• Demonstrate to print the document, selected pages in the document • Print the document with various options, • Preview pages before printing.
6.	Understand and apply mail merge	• Introduction to mail merge • Concept of data source for mail merge.	• Demonstrate to print the letters using mail merge, • Do the following to achieve • Create a main document, • Create the data source, • Enter data in the fields, • Merge the data source with main document, • Edit individual document, • Print the merged letter, • Save the merged letter.

UNIT 4: ELECTRONIC SPREADSHEET

S. No.	LEARNING OUTCOMES	THEORY	PRACTICAL
1.	Create a Spreadsheet	• Introduction to spreadsheet application • Starting a spreadsheet • Parts of a spreadsheet • Worksheet – Rows and Columns, Cell and Cell Address, • Range of cells – column range, row range, row and column range.	• Start the spreadsheet, • Identify the parts of Calc, • Identify the rows number, column number, cell address, • Define the range of cell, • Identify row range, column range, row & column range
2.	Apply formula and functions in spreadsheet	• Different types of data, • Entering data – Label, Values, Formula • Formula, how to enter formula, • Mathematical operators used in formulae, • Simple calculations using values and operators, • Formulae with cell addresses and operators, • Commonly used basic functions in a spreadsheet – SUM, AVERAGE, MAX, MIN, Count • Use of functions to do calculations.	• Demonstrate to enter the text, numeric data in a cell, • Identify the label, values and formula in the cell, • Demonstrate to enter formula in a cell, • Construct the formula using mathematical operators, • Identify formulae with cell addresses and operators, • Identify the correct syntax of formula, • Use the basic functions to perform calculations on data.

S. No.	LEARNING OUTCOMES	THEORY	PRACTICAL
3.	Format data in the spreadsheet	• Formatting tool, • Use of dialog boxes to format values, • Formatting a range of cells with decimal places, • Formatting a range of cells to be seen as labels, • Formatting of a cell range as scientific, • Formatting a range of cells to display times, • Formatting alignment of a cell range, • Speeding up data entry using the fill handle, • Uses of fill handle to copy formulae.	• Identify the formatting tool, • Demonstrate to use of dialog boxes to format values, • Demonstrate to format range of cells with decimal places, • Demonstrate to format a range of cells to labels, • Demonstrate to format of a cell range as scientific, • Demonstrate to format a range of cells to display time, • Demonstrate to align cell data range, • Demonstrate to create • number series using fill handle, • Copy formula by dragging the formula using fill handle.
4.	Understand and apply Referencing	• Concept of referencing, • Relative referencing, • Mixed referencing, • Absolute referencing.	• Demonstrate to use Relative referencing in spreadsheet, • Demonstrate to use Mixed referencing in spreadsheet, • Demonstrate to use Absolute referencing in spreadsheet.
5.	Create and insert different types of charts in a spreadsheet	• Importance of chart in spreadsheet • Types of chart	• Create different types of charts supported by a spreadsheet, • Illustrate the example of chart in a spreadsheet.

UNIT 5: DIGITAL PRESENTATION

S. No.	LEARNING OUTCOMES	THEORY	PRACTICAL
1.	Understand features of an effective presentation	• Concept of presentation, • Elements of presentation, • Characteristics of an effective presentation	• Identify and list the elements of presentation, • List the characteristics of an effective presentation.
2.	Create a presentation	• Introduction to presentation software, • Opening a presentation software • Parts of presentation window, • Closing a presentation • Creating a presentation using template, • Selecting slide layout, • Saving a presentation, • Running a slide show, • Save a presentation in PDF, • Closing a presentation, • Using Help.	• Start the presentation application • various components of main Impress window • Observe the different workspace views. • Create a new presentation using wizard. • Run the presentation, • Save the presentation, • Close the presentation, • Demonstrate to use Help in presentation.

S. No.	LEARNING OUTCOMES	THEORY	PRACTICAL
3.	Work with slides	• Inserting a duplicate slide, • Inserting new slides, • Slide layout, • Copying and moving slides, • Deleting and renaming slides • Copying, moving and deleting contents of slide, • View a presentation, • Controlling the size of the view, • Workspace views – Normal, Outline, Notes, Slide sorter view.	• Demonstrate to insert a new slide and duplicate slide in a presentation, • Change the slide layout, • Demonstrate to copy and move slides in the presentation, • Demonstrate to copy, move and delete contents of the slide, • Demonstrate to view a presentation in different views.
4.	Format text and apply animations	• Formatting toolbar, • Various formatting features, • Text alignment, • Bullets and numbering. • Custom Animation	• Identify and list the various options in formatting toolbar, • Apply the appropriate formatting option • Align the text in presentation, • Apply bullets and numbering to the list items in presentation. Apply Animation
5.	Create and use tables	• Inserting tables in presentation, • Entering and editing data in a table, • Selecting a cell, row, column, table, • Adjusting column width and row height, • Table borders and background	Demonstrate the following: • Insert table in presentation, • Enter and edit data in a table, • Select a cell, row, column, table, • Adjust column width and row height, • Assign table borders and background.
6.	Insert and format image in presentation	• Inserting an image from a file, • Inserting an image from the gallery, • Formatting images, • Moving images, • Resizing images, • Rotating images, • Formatting using the Image toolbar, • Drawing graphic objects – line, shapes, • Grouping and un-grouping objects	• Demonstrate to insert an image from file, gallery in presentation, • Apply formatting options to image in presentation, • Demonstrate to move, resize and rotate images, • Apply formatting options of Image toolbar, • Drawing line, shapes using graphic objects, Demonstrate to group and ungroup objects.
7.	Work with slide master	• Slide masters, • Creating the slide masters, • Applying the slide masters to all slide, • Adding transitions.	• Create the slide masters, • Apply the slide masters to the • presentation, • Add transitions to presentation.

INFORMATION TECHNOLOGY (054)

CLASS – X
Syllabus (2025-2026)

	UNITS	NO. OF HOURS for Theory and Practical		MAX. MARKS for Theory and Practical
PART A	**Employability Skills**			
	Unit 1: Communication Skills-II	10		2
	Unit 2: Self-Management Skills-II	10		3
	Unit 3: ICT Skills-II	10		1
	Unit 4: Entrepreneurial Skills-II	15		3
	Unit 5: Green Skills-II	05		1
	Total	**50**		**10**
PART B	**SUBJECT SPECIFIC SKILLS**	**Theory**	**Practical**	**Marks**
	Unit 1: Digital Documentation (Advanced) using LibreOffice Writer	12	18	8
	Unit 2: Electronic Spreadsheet (Advanced) using LibreOffice Calc	15	23	10
	Unit 3: Database Management System using LibreOffice Base	18	27	12
	Unit 4: Maintain Healthy, Safe and Secure Working Environment	15	22	10
	Total	**60**	**90**	**40**
PART C	**PRACTICAL WORK**			
	Practical Examination			
	• Digital Documentation (Advanced) using LibreOffice Writer	5 Marks		
	• Electronic Spreadsheet (Advanced) using LibreOffice Calc	5 Marks		20
	• Database Management System using LibreOffice Base	10 Marks		
	• Viva Voce	10 Marks		10
	Total			**30**
PART D	**PROJECT WORK/FIELD VISIT:** Any Interdisciplinary Real World Case Study to be taken. Summarized data reports of same can be presented in base. Input should be taken using forms and output should be done using reports using base. Documentation of the case study should be presented using writer.			10
	PORTFOLIO/ PRACTICAL FILE: (Portfolio should contain printouts of the practical done using Writer, Calc and Base with minimum 5 problems of each)			10
	Total			**20**
	GRAND TOTAL	**200**		**100**

DETAILED CURRICULUM/ TOPICS:

Part-A: EMPLOYABILITY SKILLS

S. No.	Units	Duration in Hours
1.	Unit 1: Communication Skills-II	10
2.	Unit 2: Self-management Skills-II	10
3.	Unit 3: Information and Communication Technology Skills-II	10
4.	Unit 4: Entrepreneurial Skills-II	15
5.	Unit 5: Green Skills-II	05
	TOTAL	50

Part-B – SUBJECT SPECIFIC SKILLS

- Unit 1: Digital Documentation (Advanced)
- Unit 2: Electronic Spreadsheet (Advanced)
- Unit 3: Database Management System
- Unit 4: Web Applications and Security

Unit 1: Digital Documentation (Advanced) using LibreOffice Writer

SUB UNIT	LEARNING OUTCOMES	THEORY	PRACTICAL
Chapter 1: Introduction To Styles	Learn to create, update, and apply various styles in Libre Office Writer for effective and consistent document formatting.	• Styles/ categories in Writer ➢ Page ➢ Paragraph ➢ Character ➢ Frame ➢ List ➢ Table • Styles and Formatting • Fill Format • Creating a new style ➢ From Selection method ➢ Drag and Drop method • Updating a new style • Load style from template or document. • Applying styles.	• **List Style Categories**: Open the Styles and Formatting window, list available style categories, and select one style from each. • **Use Fill Format**: Apply a style to multiple areas of your document quickly using the Fill Format tool. • **Create and Update a New Style**: Create a new style from selected text and update it by modifying its attributes. • **Load a Style from a Template or Document**: Import and apply a style from a template or another document to your current work. • **Create a New Style Using Drag-and-Drop**:

SUB UNIT	LEARNING OUTCOMES	THEORY	PRACTICAL
			Create a new style by dragging and dropping formatted text into the Styles and Formatting panel.

Chapter 2: Working with Images	Able to insert, modify, and position images and drawing objects in a document, using various methods and options for effective document layout and formatting.	• Inserting an Image in a Document
		  ➢ Insert Image Option
		  ➢ Drag and Drop option
		  ➢ Copy and Paste method
		  ➢ Inserting an image by linking
		• Options to modify image using image toolbar, resize, crop and delete an image.
		• Drawing Objects
		• Creating drawing objects
		• Setting or changing its properties.
		• Resizing and grouping drawing objects.
		• Positioning image in the text.
		• Arrangement
		• Anchoring
		• Alignment
		• Text Wrapping
			• **Insert an Image**: Insert an image into a document using options such as Insert Image, Drag and Drop, Copy and Paste, and linking.
			• **Modify an Image**: Use the image toolbar to modify an image by resizing, cropping, and deleting it.
			• **Create Drawing Objects**: Create various drawing objects within your document.
			• **Set or Change Drawing Object Properties**: Adjust the properties of drawing objects, including color, line style, and fill.
			• **Resize and Group Drawing Objects**: Resize individual drawing objects and group multiple objects together for better document organization.
			• **Position the Image in the Text**: Adjust the image's position in the text using arrangement, anchoring, alignment, and text wrapping options.

Chapter 3: Advanced Features of Writer	Acquire skills in creating, customizing, and managing a Table of Contents, using and editing templates, and tracking and reviewing changes in	• Table of contents • Hierarchy of headings • Creating a Table of Content (ToC) • Customization of Table of Contents(ToC) • Maintaining a Table of Contents(ToC)	• **Create a Table of Contents (ToC)**: Generate and customize a Table of Contents in a document. • **Maintain a Table of Contents**: Update or delete the Table of Contents • **Use Templates**: Create,

SUB UNIT	LEARNING OUTCOMES	THEORY	PRACTICAL
	documents effectively.	• Updating ToC • Deleting ToC • Using templates • Creating a Template • Using In-built/Saved Templates • Using Online Templates • Importing a Template • Editing a Template • Moving a Template • Exporting a Template • Applying Templates to a Blank Document • Track Changes Feature • Preparing a Document for Review • Recording Changes • Accepting and Rejecting Changes • Adding Comments • Deleting Comments • Comparing Documents	import, and apply templates to a blank document, using in-built, saved, or online templates. • **Edit a Template**: Modify, move, and export an existing template. • **Track Changes**: Prepare a document for review by recording, accepting, or rejecting changes, and manage comments by adding or deleting them. • **Compare Documents**: Compare two versions of a document to identify and review differences.

Unit 2: Electronic Spreadsheet (Advanced) using LibreOffice Calc

SUB UNIT	LEARNING OUTCOMES	THEORY	PRACTICAL
Chapter 4: Analyse data using scenarios and goal seek	Learn skills in consolidating data, using groups and subtotals, performing what-if analysis and scenarios, and utilizing the Goal Seek tool for decision-making.	• Consolidating Data • Groups and Subtotals • What-if Scenarios • What-if Analysis Tool • Goal Seek	• **Use Consolidating Data**: Aggregate data from multiple sources into a single summary. • **Create Subtotals**: Apply subtotals to data groups to summarize and analyze information. • **Use "What-If" Scenarios**: Create and analyze different scenarios to forecast outcomes based on varying inputs. • **Use "What-If" Tools**: Use tools like Scenario Manager for detailed what-if analyses. • **Use Goal Seek and Solver**: Use Goal Seek to find specific input values needed to achieve a

SUB UNIT	LEARNING OUTCOMES	THEORY	PRACTICAL
			desired result, and apply Solver for more complex problems.
Chapter 5: Using Macros in Spreadsheet	Develop skills in recording, running, creating, and organizing macros, and using them as functions for document automation.	• Recording a Macro • Running a Macro • Creating and Organising a Simple Macro • Macro as a Function	• **Demonstrate the Use of a Macro Recorder**: Record a macro to automate repetitive tasks. • **Create a Simple Macro**: Develop a basic macro to perform a specific function. • **Use a Macro**: Execute an existing macro to automate tasks in a document. • **Pass Arguments to a Macro**: Provide arguments to a macro to customize its behavior. • **Pass the Arguments as Values**: Supply values as arguments to a macro for dynamic operation. • **Write Macros as Built-in Functions**: Create macros that function similarly to built-in functions for enhanced functionality. • **Access Cells Directly**: Write macros to directly manipulate cell data in spreadsheets. • **Sort Columns Using a Macro**: Develop and use a macro to sort columns in a spreadsheet.
Chapter 6: Linking Spreadsheet Data	Learn to set up multiple sheets, create references and hyperlinks within and across documents, and link to external and registered data sources.	• Setting up multiple sheets. • Creating reference to other sheets by using keyboard and mouse. • Creating reference to another document by using keyboard and mouse. • Hyperlinks to the Sheet • Relative and Absolute Hyperlinks • Creating Hyperlinks	• **Setup Multiple Sheets**: Insert and organize new sheets within a workbook. • **Create References to Other Sheets**: Use keyboard and mouse to create references between different sheets in a workbook. • **Create References to Other Documents**: Use keyboard and mouse to link data from one document to another. • **Create, Edit, and Remove Hyperlinks**: Add, modify, and delete hyperlinks to sheets within a workbook. • **Link to External Data**: Connect and import data from external sources into your document. • **Link to Registered Data Sources**: Establish links to registered data sources for data integration.

SUB UNIT	LEARNING OUTCOMES	THEORY	PRACTICAL
		• Editing a Hyperlink • Linking to External Data • Linking to Registered Data Sources	
Chapter 7: Share and Review a Spreadsheet	Develop the ability to share, open, and save shared spreadsheets, track and review changes, and handle comments and merging for effective collaboration.	• Sharing Spreadsheet • Opening and saving a shared spreadsheet. • Recording changes. • Add, Edit and Format the comments. • Reviewing Changes – View, Accept or Reject Changes • Merging and comparing.	• **Set Up a Spreadsheet for Sharing**: Configure a spreadsheet to enable sharing with others. • **Open and Save a Shared Spreadsheet**: Access and save changes to a spreadsheet that has been shared with you. • **Record Changes**: Track modifications made to the spreadsheet. • **Add, Edit, and Format Comments**: Insert, modify, and format comments within the spreadsheet. • **Review Changes**: View, accept, or reject changes made by others in the shared spreadsheet. • **Merge and Compare Sheets**: Combine and compare different sheets to integrate data effectively.

Unit 3: Database Management System using LibreOffice Base

SUB UNIT	LEARNING OUTCOMES	THEORY	PRACTICAL
Chapter 8: Introduction to Database Management System	Understand data and information concepts, the advantages of databases, various data models and key terminology and objects of relational database systems.	• Data and Information • Databases and DBMS • Advantages of database, • Data Models ➤ Hierarchical Data Model ➤ Network Data Model ➤ Relational Data Model • Relational database Model ➤ RDBS Terminology ➤ Objects of an RDBMS	• **Identify Data and Information**: Distinguish between data and information within a database context. • **Identify Fields, Records, and Tables**: Recognize and describe fields, records, and tables in a database. • **Prepare a Sample Table**: Create a sample table with standard fields to illustrate database structure. • **Identify Different Types of Data Models**: Identify and describe various data models such as hierarchical, network, and relational. • **Different Types of Keys**: Recognize and explain different types of keys used in databases, such as primary and foreign keys. • **Identify Different Objects of RDBMS**: Identify and describe different objects in a relational database management system (RDBMS), including tables, queries, and forms.
Chapter 9: Starting with LibreOffice Base	Learn to navigate LibreOffice Base, manage data types, create and save tables using various methods, set primary keys, and perform data entry, editing, sorting, and record deletion.	• Introduction to LibreOffice Base • Data types • Starting with LibreOffice • User Interface Of LibreOffice Base • Opening a Database • Creating a Table ➤ Using a Wizard ➤ Using design view, • Setting primary key • Saving a Table	• **Start LibreOffice Base and Observe the Main Window**: Launch LibreOffice Base and familiarize yourself with the main window's components. • **Create a Sample Table Using Wizard**: Use the wizard to create a sample table in any category. • **Create Different Tables from Available List**: Practice creating various tables by selecting fields from the available options. • **Assign Data Types and Set Primary Key**: Define data types for fields and set a primary key for the table. • **Edit the Table in Design View**: Modify the table structure using the design view. • **Enter Data in the Fields**: Input

SUB UNIT	LEARNING OUTCOMES	THEORY	PRACTICAL
		• Entering data into table • Navigating through the table • Editing Data • Deleting Records from Table • Sorting Data in the Table	data into the fields of your table. • **Delete Records from Table**: Remove records from the table as needed. • **Arrange Data in Ascending or Descending Order**: Sort the table data in ascending or descending order
Chapter 10: Working with Multiple Tables	Develop skills in editing and deleting tables, creating and managing table relationships, and ensuring referential integrity.	• Editing and Deleting tables, • Relationships between tables • Types of Relationships— one to one, one to many, many to many • Advantages of Relating Tables in a Database • Creating Relationships between Tables • Referential Integrity	• **Insert Data in the Table**: Add new data entries to a table. • **Edit Records in the Table**: Modify existing records within the table. • **Delete Records from Table**: Remove specific records from the table. • **Sort Data in the Table**: Arrange data in ascending or descending order within the table. • **Create and Edit Relationships**: Establish and modify relationships between tables, including one-to-one, one-to-many, and many-to-many. • **Enter Various Field Properties**: Set and adjust different properties for fields in the table.
Chapter 11: Queries in Base	Acquire skills in creating and editing queries using both wizards and design view, and working with numerical data in queries.	• Queries • Query creation using wizard • Creation of query using design view • Editing a query, • Working with Numerical Data	• **Prepare a Query for Given Criteria**: Create a query based on specified criteria. • **Create a Query Using Wizard and Design View**: Demonstrate how to generate a query using both the wizard and design view. • **Edit a Query**: Modify an existing query to update its criteria or structure. • **Apply Various Criteria in a Query**: Demonstrate applying different criteria in a query, including single field, multiple fields, and wildcard searches. • **Perform Calculations Using Query in Base**: Execute

SUB UNIT	LEARNING OUTCOMES	THEORY	PRACTICAL
			calculations within a query in LibreOffice Base.
Chapter 12: Forms and Reports	Able to create and modify forms and reports in LibreOffice Base, use the Form Controls Toolbar, and insert additional controls, titles, headings, and date/time elements in reports.	• Forms in BASE. • Creating form using wizard, • Modifying a Form • Form Controls Toolbar • Report in Base • Inserting other controls in report • Inserting Titles & Headings • Inserting Date & Time •	• **Create a Form Using Form Wizard**: Generate a form by following the steps in the Form Wizard. • **Enter or Remove Data from Forms**: Input new data or delete existing data using forms. • **Modify Forms**: Demonstrate how to adjust and customize forms. • **Change Label and Background**: Modify the label text and background color or design of a form. • **Search Records Using a Form**: Use the form to find specific records based on search criteria. • **Insert and Delete Records Using Form View**: Add new records or remove existing ones through the Form View. • **Create a Report Using Report Wizard**: Illustrate the steps to generate a report using the Report Wizard. • **Demonstrate Various Report Examples**: Provide examples of different types of reports created using the Report Wizard.

Unit 4: Maintain Healthy, Safe and Secure Working Environment

SUB UNIT	LEARNING OUTCOMES	THEORY	PRACTICAL
Chapter 13. Health, Safety and Security at Workplace	Understand workplace health, safety, and security policies, identify various hazards, and learn how to manage risks and maintain a safe working environment.	• Introduction to Health, Safety, and Security At Workplace • Policies and Procedures for Healthy, Safety and Security • Reasons for Health, Safety, and Security Programs or Policies in the Workplace • Workplace Safety Hazards • Physical Hazards • Falling Off Heights, Slipping and Tripping • Electrical Hazards • Fire Hazards • Health Hazards	• **Practice Basic Safety Rules**: Implement fire safety measures, prevent falls and slips, ensure electrical safety, and apply first aid procedures to protect workers and prevent accidents.

SUB UNIT	LEARNING OUTCOMES	THEORY	PRACTICAL
		• Potential Sources of Hazards in an Organisation • Hazards using Computers • Handling Office Equipment • Handling Objects • Stress at Work • Working Environment • Hazard Control • Safety Guidelines Checklist	
Chapter 14. Workplace Quality Measures	Learn about air and water quality monitoring, office ergonomics, health and safety guidelines for computer use, and methods to reduce risks associated with musculoskeletal problems and other work-related issues.	• Introduction • Air and Water Quality Monitoring Process • Guidelines for Clean Air and Clean Water • Importance of Cleanliness at Workplace • Office Ergonomics • Computer Health and Safety Tips • Musculoskeletal Problems: Occupational Overuse Syndrome, Strain in Legs and Feet, Eye Strain, • To reduce the risks of visual problems: Headaches, Obesity, Stress Disorders, Injuries from Laptop Use, Sleeping Problems • Health and Safety Requirements for Computer Workplace • Cautions while Working on the Computer	• **Illustrate Handling Accidents at Workplace**: Demonstrate the steps to manage and respond to accidents in the workplace. • **Demonstrate Following Evacuation Plan**: Show how to effectively follow the evacuation plan and procedures during an emergency.
Chapter 15. Prevent Accidents and Emergencies	Able to identify and handle accidents and emergencies, follow company policies, manage different types of accidents and emergencies, and apply fire safety and first aid procedures effectively.	• Accident and Emergencies: ➢ Notice and Correctly Identify Accidents and Emergencies ➢ Get help Promptly and in the Most Suitable Way ➢ Follow Company Policies and Procedures for Preventing Further Injury While Waiting for Help to Arrive ➢ Act within the Limits of your Responsibility and Authority when Accidents and Emergencies Arise, ➢ Promptly Follow Instructions given by Senior Staff and the Emergency Services	• **Identify Hazards and Sources of Hazards**: Recognize potential hazards and their sources in the workplace. • **Identify Problems at Workplace**: Assess workplace issues that could lead to accidents. • **Practice General Evacuation Procedures**: Execute evacuation

SUB UNIT	LEARNING OUTCOMES	THEORY	PRACTICAL
		• Types of Accidents ➢ Trip and Fall ➢ Slip and Fall ➢ Injuries caused due to Escalators or Elevators (or lifts) ➢ Accidents due to Falling of Goods ➢ Accidents due to Moving Objects • Handling Accidents: ➢ Attend to the Injured Person Immediately, ➢ Inform your Supervisor ➢ Assist your Supervisor • Types of Emergencies ➢ First Aid, ➢ Electrical Safety ➢ Evacuation • General Evacuation Procedures • Fire Hazards in the Workplace • Fire Prevention • Identification of Material and Ignition Sources • First Aid for Electrical Emergencies • Electrical Rescue Techniques	procedures in simulated emergency situations.

Vocational Course (Class 9th-12th)-'O'-Level IT Syllabus(2025-26)

'O'-Level IT Syllabus – Part A (Class-wise & Unit-wise Distribution)

Part A of the 'O'-Level IT Course consists of four compulsory theory modules, practicals, and one project. The modules are aligned with the NIELIT O-Level IT syllabus to provide students with a strong foundation in Information Technology.

1. Structure of Implementation (Class-wise):

Class	Paper	Coverage	Mode	Certification/Progression
IX	Paper–1	*IT Tools & Business Systems (Basics of IT, Internet, Office Automation)*	School-based + NIELIT assessment	Foundation certificate (equivalent to CCC)
X	Paper–2	*Internet Technology & Web Design*	School-based + NIELIT	Eligible for job roles like Data Entry Operator, Office Automation Assistant
XI	Paper–3	*Programming & Problem Solving through Python / C*	School + NIELIT	Progressive certification (Level 4)
XII	Paper–4	*Application of .NET / IoT / Project Work*	School + NIELIT (External)	**Full O-Level Certificate by NIELIT** + BSB Senior Secondary Certificate

2. Assessment Mechanism:

- **Internal Assessment (School):** Practical, project work, Entrepreneurial, Life skills, and IKS (25–30%).
- **External Assessment (NIELIT):** Online/Offline theory + practical (70–75%).
- Passing one paper each year is **mandatory** to continue to the next class.
- **Annual Examination:** Conducted jointly by school (internal) + NIELIT (external).

3. Integration with BSB Curriculum:

- **Curricular Group:** Vocational Education.
- Mandatory vocational paper (just like language or science).
- **Credits/Hours:**
    o 100–110 hours/year (3–4 periods/week).
    o Aligned to NSQF Level 3 (Class IX–X) and Level 4–5 (Class XI–XII).

4. Certification & Mobility:

- At the end of each year: The passing grades will be mentioned in the report card.
- After Class XII: **Dual Certification →**
    1. BSB Senior Secondary with Vocational IT (O-Level)
    2. **NIELIT O-Level** recognized nationally & internationally.

5. Detailed O-Level as follows:

Class IX – Module M1: Information Technology Tools and Network Basics

Unit	Theory Hours	Practical Hours	Theory Marks	Practical Marks
Introduction to Computer & OS	8	12	10	10
Word Processing	6	9	20	20
Spreadsheet	8	12	20	20
Presentation	6	9	20	20
Internet, Email & Social Media	12	18	20	20
Digital Financial Tools & Cyber Security	8	12	10	10
Total	48	72	100	100

Class X – Module M2: Web Designing & Publishing

Unit	Theory Hours	Practical Hours	Theory Marks	Practical Marks
Introduction to Web Design & Editors	4	6	10	10
HTML Basics	10	15	25	25
Cascading Style Sheets (CSS)	10	15	20	20
CSS Framework	6	9	15	15
JavaScript & AngularJS	10	15	20	20
Photo Editor & Web Publishing	8	12	10	10
Total	48	72	100	100

Class XI – Module M3: Programming and Problem Solving through Python

Unit	Theory Hours	Practical Hours	Theory Marks	Practical Marks
Introduction to Programming & Flowcharts	8	12	20	20
Python Basics & Statements	12	18	30	30
Functions, File Processing & Modules	18	27	40	40
NumPy Basics	10	15	10	10
Total	48	72	100	100

Class XII – Module M4: Internet of Things and its Applications

Unit	Theory Hours	Practical Hours	Theory Marks	Practical Marks
Introduction to IoT & Communication Model	8	12	10	10
Things & Connections	8	12	10	10
Sensors, Actuators & Microcontrollers	8	12	15	15
Building IoT Applications	20	30	40	40
Security & Future of IoT	4	6	5	5
Soft Skills & Personality Development	8	12	20	20
Total	48	72	100	100

Total Learning Hours: 540 (192 Theory + 328 Practical/Project)

Part B: Additional Modules

Part B of the 'O'-Level IT Course focuses on transversal skills, including Entrepreneurship Development, Life Skills, and Indian Knowledge Systems (IKS). These modules complement the IT skills learned in Part A and prepare students holistically for professional and personal growth.

Class	Module	Objectives / Learning Outcome	Hours	Marks
IX	Life Skills / Entrepreneurship / IKS	Discuss basics of entrepreneurship, life skills, and Indian heritage relevance	10-12	25
X	Life Skills / Entrepreneurship / IKS	Understand entrepreneurial qualities, life skills application, government schemes	10-12	25
XI	Life Skills / Entrepreneurship / IKS	Apply SEL, entrepreneurship roles, Indian knowledge in vocational fields	20-22	50
XII	Life Skills / Entrepreneurship / IKS	Explore career readiness, business idea generation, advanced IKS	20-22	50

1. 'O'-Level IT Course Curriculum:

This course has two parts: **Part A**- IT-based modules equip students with fundamental knowledge and hands-on experience in Information Technology as per the NIELIT syllabus. Part A trains students with fundamental knowledge and experiential learning in Information Technology as per the NIELIT 'O'Level syllabus, covering essential topics such as programming, databases, web development, and software tools. The IT modules prepare students to effectively use digital technologies for communication, problem-solving, critical thinking, and the workplace requirements of basic computer competencies, thus preparing them for the demands of the modern workforce.

The objective of the course is to equip students with the necessary skills for the following job roles:

Part A- IT Modules:

M1. Information Technology Tools and Network Basics

M2. Web Designing & Publishing
M3. Programming and Problem Solving through Python
M4. Internet of Things and its Applications

Part B is based on Traverse Skills, which includes modules on Entrepreneurship, Life Skills, and the Indian Knowledge System(IKS). Part B prepares students holistically for future endeavours. This course instills entrepreneurial skills through hands-on learning experiences and creates innovative thinking in students to identify opportunities around them that lead an idea to venture. This module will introduce them to real-world applications of their learnings, guiding them to prepare business plans and prepare them for future leadership roles. The life skills modules cover essential skills like decision-making, critical thinking, emotional intelligence, adaptability, and resilience. These skills training prepare students to navigate through personal day-to-day challenges, competitive work environments, and social pressures effectively. And also exposes students to the Indian culturally rich heritage and values through the IKS course.

Part B - Additional Modules:

      vi. Entrepreneurship Development
      vii. Life Skills
      viii. IKS

Following is the consolidated table of 'O'-Level-IT Course Structure:

S.NO	Course Name	Level	Module Marks (60% of Theory Marks + 40% of Practical Marks)					Period (Hours) (Approved by NSQF + Transverse Skills+ Entrepreneurial Skills)				
			Theory	Practical	Internal	Assignment	Total	Theory	Practical	Project	Emp. Skills	Total (Hours)
1.	**'O'- Level 'IT'**	4	350	180	10	10	550	262 (192 + 70)	308 (288 + 20)	60	–	630 (540 + 90)
	9th Part A: Information Technology Tools and Network Basics		60	40	–	–	100	48	72	15	–	135
	Part B: Life Skills, Entrepreneurial Skills & IKS		25	-	-	-	25	10	-	-	-	10
	10th Part A: Web Designing & Publishing		60	40	–	–	100	48	72	15	–	135
	Part B: Life Skills, Entrepreneurial Skills & IKS		25	-	-	-	25	10	-	-	-	10
	11th Part A: Programming and Problem Solving through Python		60	40	–	–	100	48	72	15	–	135
	Part B: Life Skills, Entrepreneurial Skills & IKS		30	-	5	5	50	20	10	-	-	30
	12th Part A: Internet of Things and its Applications		60	40	–	–	100	48	72	15	–	135
	Part B: Life Skills, Entrepreneurial Skills & IKS		30	10	5	5	50	30	10	-	-	40

1. Guidelines for Schools and Students for 'O'-Level IT Course:

The following guidelines to implement course structure & course integration syllabus for schools aim to create a holistic learning environment for students:

a. Syllabus Structure:

- **NIELIT O-Level IT Syllabus**: The teachers have to cover all the modules of Part A by following the official NIELIT syllabus rigorously covering all prescribed modules and ensuring students are well-prepared for online assessments.
- **Entrepreneurship:** This course emphasizes practical application, problem-solving, and real-world relevance. The course aims to develop the entrepreneurial skills needed to become a job creator rather than a job seeker.
- **Life Skills**: The focus is on developing essential life skills. The course covers practical application, and problem-solving in real-world relevance.
- **IKS**: This course educates students to know the Indian arts and skills. Learn why it is important to learn some of the 64 *kalāyien* and 16 *Vidyaein* are relevant to modern vocational education, such as cooking, music, or painting. The idea is to provide opportunities for learners to learn about the rich Indian heritage by blending traditional knowledge with modern techniques and utilizing the knowledge to identify opportunities, trends, and consumer preferences at the national and international levels.

b. Teaching Methodologies

- Teachers can combine traditional teaching methods with digital tools in **a Blended Learning** environment.
- Students may be assigned projects integrating IT skills with entrepreneurship, IKS, and life skills. Such **Project-based learning** should encourage creativity, problem-solving, and collaboration.
- **Interactive Sessions:** can be organized for students to make learning engaging and relevant, which will also help teachers assess students' progress.
- **Lab Sessions:** Students must be given proper lab-based practicals wherever necessary to be included as per the prescribed syllabus.

c. Assessment & Evaluation

- **Internal Assessments:**
  - **Life Skills, Entrepreneurial Skills, and IKS Modules:** Conduct regular internal assessments through projects, presentations, and practical tasks. Focus on evaluating the application of skills in real-life scenarios. Assessing project work and group discussions can also integrate traditional knowledge with IT concepts.
- **Online Exam (O-Level IT):** Students are prepared for online exams for the O-Level IT syllabus. Regular mock tests and practice sessions can be conducted to familiarize students with the online exam format and build their confidence.

d. Certification Process

- **Completion Criteria**: Students must complete all modules, including the internal assessments for Life Skills, Entrepreneurial Skills, and IKS, and pass all 4 online exams of the O-Level IT syllabus.
- **Awarding Certificate**: The students will be awarded the joint BSB-NIELIT O-Level certificate under Vocational Education only after they have cleared all four online O-Level IT papers and also obtained the class XII exams.

e. Guidelines for Conducting Classes:

- The IT teachers of respective schools will conduct the classes for Part A of the IT portion of the course. In addition, online virtual content, including both text and video lectures, has been provided to students on the LMS portal of NIELIT for easy access and self-paced learning.

- Part B of the course will be delivered through virtual mode, with guest lectures organized by the board. These sessions will be conducted online, providing expert insights and guidance to the students.

f. Important Directions for Schools and Students:

- **Module Clearance:**
  Schools must ensure that every enrolled student clears at least **one module per academic year**. The passing grade of the respective module must be reflected in the student's report card of the same year/class.
- **Examination Cycles:**
  Examinations will be conducted in **two cycles per year**. Students may choose the cycle as per their preparedness.
- **Examination Fee:**
  A **separate examination fee of ₹1000 per module** will be charged each time a student applies for the exam.
- **Registration Fee:**
  A one-time registration fee of ₹500 **will be applicable at the time of enrolment. The registration will remain valid for five years.**
- **No Additional Charges:**
  Apart from the examination fee and one-time registration fee, no other amount will be payable by students under this programme.

2. Part A of 'O'-Level IT Course Syllabus

Part A of the 'O'-Level IT Course Syllabus consists of four compulsory theory modules, four practical and one project. The structure of the part A syllabus is indicated below: -

Module Code	Module	Learning Hours (Theory)	Learning Hours (Practical/ Tutorials/ Project)	Total Learning Hours
M1-R5.1	Information Technology Tools and Network Basics	48	72	120

M2-R5.1	Web Designing & Publishing	48	72	120
M3-R5.1	Programming and Problem Solving through Python	48	72	120
M4-R5.1	Internet of Things and its Applications	48	72	120
MPR-1 to MPR-4	Practical based on M1-R5.1, M2- R5.1 ,M3-R5.1 and M4-R5.1			
PJ1-R5.1	Project		60	60
	Total	192	328	540

2.1 Part A- Detailed Syllabus of Information Technology Tools and Network Basics (M1-R5.1)

2.1.1 Duration

120 Hours - (Theory: 48hrs + Practical: 72 hrs)

3.2.2. Outline of Module

Module Unit	Duration (Theory) in Hours	Duration (Practical) in Hours	Learning Outcome
1. Introduction to Computer	4	6	After completion of this unit module, the Learner will be able to • Identify computers, and IT gadgets and explain their evolution and applications. • Get familiar with various input, output, and hardware components of a computer along with storage devices. • Get familiar with various types of software, utilities used for computers and mobile apps.

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2. Introduction to the Operating System		4	6	After learning this unit, Learner will be: • Well-acquainted with the Operating System and its applications for both desktop and mobile devices. • Able to identify various desktop screen components and modify various properties, date, time etc. • Able to add and remove new programs and features, and manage files and folders. • Well-versed with printing and know various types of file extensions.
3. Word Processing		6	9	After completion of this unit, Learner will have in-depth knowledge of • Word Processing, their usage, details of word processing screen. • Opening, saving, and printing a document including pdf files. • Document creation, formatting of text, paragraph, and whole document. • Inserting Header and Footer on the document. • Finding text on a Word document and correcting spellings.

			• Inserting and manipulating tables, enhancing tables using borders and shading features. • Preparing copies of document labels etc. for sending various recipients using Mail Merge.
4. Spreadsheet	8	12	After completion of this unit, Learner

			will have good hands-on practice on: • Basic Knowledge of Spreadsheet Processing, their usage, details of Spreadsheet screen. • Opening, saving and printing a Spreadsheet. • Spreadsheet creation, inserting and editing data in cells, sorting and filtering of data. • Inserting and deleting rows/columns. • Applying basic formulas and functions. • Preparing chart to represent the information in a pictorial form.
5. Presentation	6	9	After completion of this unit, Learner will have good hands- on practice on: • Basic Knowledge of presentations. • Opening/saving a presentation and printing of slides and handouts. • Manipulating slides to enhance the look of the slides as well as a whole presentation by inserting a picture, objects, multimedia formatting etc. • Running a slide show with various transitions.
6. Introduction to Internet and WWW	6	9	After completion of this unit, Learner will be able to:

			• Gather knowledge of various types of networks and topologies. • Get an overview of the Internet, its applications, and various browsers available to access the Internet. • Connect to the Internet using various modes of connections/devices available. • Get knowledge of device identification on local networks as well as on the Internet for both Desktop and Mobile Devices. • Search Information on the Internet on various topics. • Download and print web pages.
7. E-mail, Social Networking and e-Governance Services	6	9	After completion of this unit, Learner will be able to: • Create an email account, compose an email, reply to an email, and send the email along with attachments • Get familiar with Social Networking, Instant Messaging, and Blogs. • Get familiar with e-Governance Services, e-Commerce, and Mobile Apps.
8. Digital Financial Tools and Applications	4	6	After completion of this unit, Learner will be able to: • Know the Digital Financial Tools. • Get Knowledge of the Internet Banking Modes. • Use the Digital Locker and will be able to store documents in the Digital Locker.
9. Overview of Future Skills & Cyber Security	4	6	After completion of this unit, the Learner will be familiar with the: • Latest trends and technologies in upcoming fields in IECT. • Need of Cyber Security and will be able to secure their PC and Mobile devices by using basic security

			features.

3.2.1 Marks Distribution

Module Unit	Written Marks (Max.)
1. Introduction to Computer, Introduction to Operating System	10
2. Word Processing	20
3. Spreadsheet	20
4. Presentation	20
5. Introduction to Internet and WWW, E-mail, Social Networking and e-Governance Services	20
6. Digital Financial Tools and Applications, Overview of Future Skills & Cyber Security	10
7. Total	100

.3 Syllabus of Web Designing and Publishing (M2-R5.1)

3.3.1 Duration

120 Hours - (Theory: 48hrs + Practical: 72 hrs.)

3.3.2 Outline of Module

Module Unit	Duration (Theory) in Hours	Duration (Practical) in Hours	Learning Outcome
Introduction to Web Design	2	3	After completing this unit, the Learner will be able to: • Know the types of websites. • Know the role of front-end and back-end applications. • Understand the concept of client-side scripting and server-side scripting

Editors	2	3	After completing this unit, the learner will be able to: • Use different editors available for writing code. • Understand the working of editors.
HTML Basics	10	15	After completing this unit, the Learner will be able to: • develop a static website using • different HTML Controls.
Cascading Style Sheets (CSS)	10	15	After completing this unit, Learner will be able to understand the • Purpose of CSS. • Role of CSS in websites. • Roles of effects in Website.
CSS Framework	6	9	After completing this unit Learners will be able to, • use CSS Framework to develop websites effectively.
JavaScript and Angular JS	10	15	After completing this unit, the Learner will be able to: • Apply client-side scripting. • Adding validations and checks on forms (web pages).
Photo Editor	6	9	After completing this unit, the Learner will be able to:

			• images and embed in web pages.
Web Publishing and Browsing	2	3	The Learner will finally be able to: • publish the web

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			sites.

3.3.3 Marks Distribution

Module Unit	Written Marks (Max.)
1 Introduction to Web Design and Editors, HTML Basics	25
2 Cascading Style Sheets (CSS)	20
3 CSS Framework	15
4 JavaScript and Angular Js	20
5 Photo Editor, Web Publishing and Browsing	20
6 Total	100

3.4 Syllabus of Programming and Problem Solving Through Python Language (M3-R5.1)

3.4.1 Duration

120 Hours - (Theory: 48hrs + Practical: 72 hrs)

3.4.2 Outline of Module

Module Unit	Duration (Theory) in Hours	Duration (Practical) in Hours	Learning Outcome
1. Introduction to Programming	2	3	After completion of this unit module, the Learner will be able to • Understand theconcept of Programming. • Understand the Evolution of Programming.
2. Algorithm and Flowcharts to solve problems	6	9	After completion of this unit module, the Learner will be able to • Understand the concepts and purposes of algorithms and flowcharts. • Use algorithms and flowcharts to solve problems independent of language. • Gain knowledge of different constructs of algorithms and flowcharts.

3. Introduction to Python	2	3	After completion of this unit module, the candidate will be able to • Understand features of Python that make it one of the most popular languages in the industry. • Understand the structure of the Python problem. • Understand the areas where Python is used.
4. Operators, Expressions and Python Statements	10	15	After completion of this unit module Learner will be able to: • Use the basic operators and expressions available in Python in developing programs. • Discuss and use various Python statements like conditional constructs, and looping constructs in writing Python programs.
5. Sequence data types	6	9	After completion of this unit module, the learner will be able to: • Define the various built-in Sequence datatypes and their use • Discuss the concept of mutable and immutable objects
6. Functions	10	15	After completion of this unit of the module, the learner will be able to: • Apply the in-built functions available in Python to solve different problems. • Use the modular approach using user-defined functions.
7. File Processing	6	9	After completion of this unit module the learner will be able to: • Working with files and reading /writing onto files.
8. Modules	2	3	After completion of this unit module, the Learner will be able to • Discuss the concept of modules and importing, loading, and reloading of modules in programs.

9. NumPy Basics	4	6	After completion of this unit module, the Learner will be able to • Working on NumPy array manipulation to access data and sub-arrays and to split, reshape, join arrays, etc.
Total	48	72	

3.4.3 Marks Distribution

Module Unit	Written Marks (Max.)
1. Introduction to Programming, Algorithms, and Flowcharts to solve problems	20
2. Introduction to Python, Operators, Expressions and Python Statements, Sequence data types	30
3. Functions, File Processing, Modules	40
4. NumPy Basics	10
5. Total	100

3.5 Syllabus of Internet of Things and its Applications (M4-R5.1)

3.5.1 Duration

120 Hours - (Theory: 48hrs + Practical: 72 hrs)

3.5.2 Outline of Module

Module Unit	Duration (Theory) in Hours	Duration (Practical) in Hours	Learning Outcome
1. Introduction to IoT – Applications/ Devices, Protocols and Communication Model	4	6	After completion of this unit module, the Learner will be able to • Describe various IoT Applications, protocols, architecture, etc. • Discuss the characteristics of IoT devices. • Know about Physical Design/Logical Design, Functional blocks of IoT, and Communication Models.

2. Things and Connections		4	6	After completing this unit, Learner will be able to understand • Closed loop/ feedback loop system. • The use of sensors, actuators, and controllers in the IoT process flow. • TCP/IP Versus OSI models. • Wired and wireless connectivity.
3. Sensors, Actuators and Microcontrollers		8	12	After completing this unit, Learner will be able to understand • The role of Sensors, and transducers in measuring physical quantities. • Working and characteristics of actuators. • Role and use of microcontrollers in building various electronic devices.
4. Building IoT Applications		20	30	After completing this unit, Learner will be able to understand • Working on microcontroller and hardware prototyping Arduino platform. • The role of 'C' language in building IoT applications. • Built-in Data-type, operators-expressions • Conditional statements and loops. • Arrays, functions. • Digital, analog pins of Arduino. • Interfacing sensors, actuator. • Using the ArduBlock GUI tool.

5. Security and Future of IoT Ecosystem	4	6	After completing this unit, Learner will be able to understand • Need for security in IoT. • Various basic concepts of security. • Security levels. • Need of powerful CPU for Future IoT ecosystem.
6. Soft skills-Personality Development	8	12	After completing this unit, Learner will be able to understand • Role of positive personality and determinants of personality. • Self-esteem. • Communication and writing skills.

3.5.3 Marks Distribution

Module Unit	Written Marks (Max.)
1. Introduction to IoT – Applications/Devices, Protocols and Communication Model	10
2. Things and Connections	10
3. Sensors, Actuators and Microcontrollers	15
4. Building IoT Applications	40
5. Security and Future of IoT Ecosystem	5
6. Soft skills-Personality Development	20
Total	100

3.6 Details of Part A-'O' Level IT Course related to Practical, Projects, Examinations

3.6.1 Duration of the Course

For BSB enrolled students the duration of Part A of the course is 540 learning hours and the minimum period to cover contents is I year for candidates undergoing 'O' Level after 10+2 and six months for candidates undergoing 'O' Level after Graduation.

3.6.2 Practical

The students have to devote 60% of the total time allotted to each module of the course for the practical sessions. Practical assignments have been worked out for each theory module. The Practical examinations will be based on the syllabi M1-R5.1, M2-R5.1, M3-R5.1, and M4-R5.1 modules of 'O' Level course.

3.6.3 Project

In the Part A-'O Level (IT), a project is an important component. The project is carried out by the student under the guidance and support of faculty and management of the Institute / Organization where the student is undergoing training. It is felt that such a project provides an opportunity for the student to apply his / her knowledge and skills to real-life problems (including oral and written communication skills). The project should be given utmost importance and priority both by the students as well as the institution faculty/management with respect to its identification, planning, and implementation.

3.6.4 Objective of the Project

The objective of the project is to give the students additional hands-on experience in solving a real-life problem by applying knowledge and skills gained on completion of theory papers in a course at a given Level. It provides an opportunity for students to develop written and communication skills. The project also helps the students to realize the importance of resource and time management, ownership of tasks towards deliverables, innovation, and efficiency in task management apart from presentation skills. It also provides a good opportunity for students to build, enhance, and sustain high levels of professional conduct and performance and evolves a problem-solving frame of mind in the students. It is also felt that taking up the project by a student prepares him/her for a job in industry and elsewhere.

3.6.5 Project Submission

The student undergoing the course 'O' level (IT) course has to submit a project in order to be 'O' Level certified. The project should be original and of real-life value. The project should not be a copy of existing material from any other source.
The Learners (Students) are expected to carry out a project successfully and submit the project certificate in the prescribed format from the head of the institute running the accredited course or the organization of which the learner is an employee. The Proforma of the Project Completion Certificate is given on the next page.

3.6.6 Credit Scheme for 'O' Level (IT) Under DOEACC Scheme

Credit calculation based on NCVET guidelines i.e. 1 credit of 30 hrs (both theory & practical) is as under -

Sr. No.	Module Code	Module Name	No. of Lecture Theory Hours	No. of Tutorial/ Practical /Project Hours	Total Credits
			(A)	(B)	(C= (A) + (B)/30)
1.	M1-R5.1	Information Technology Tools and Network Basics	48	72	4
2.	M2-R5.1	Web Designing & Publishing	48	72	4

3.	M3-R5.1	Programming and Problem Solving through Python	48	72	4
4.	M4-R5.1	Internet of Things and its Application	48	72	4
5.	PJ1-R5.1	Project		60	2
Total Credits					**18**

3.6.7 Examination Pattern

a. The examination pattern of each module/paper is tabulated below:

Examination	Duration	Mode of Examination	No. of Questions	Pattern of Question	Max. Marks	Min. Pass Marks	Weightage in Final Total per paper/Module
Theory	2 Hours	Online / OMR	100	MCQ	100	33%	60%
Practical & Viva	3 Hours	Lab Session / Online	3/4	Demonstration	80	33%	40%
				Viva	20		
Minimum Pass Percentage is 50% of total weightage (Theory + Practical) in each module							

b. Minimum and Maximum Marks Matrix is as under:

Sr.No.	Title of Component and Identification	Theory Marks		Practical Marks		Module Marks (60% of Theory Marks+ 40% of Practical Marks)	
		Min	Max	Min	Max	Min	Max
1	M1-R5.1: Information Technology Tools and Network Basics	33	100	33	100	50	100
2	M2-R5.1: Web Designing & Publishing	33	100	33	100	50	100
3	M3-R5.1: Programming and Problem Solving through Python	33	100	33	100	50	100

4	M4-R5.1: Internet of Things and its Applications	33	100	33	100	50	100
6	PJ1-R5.1: Project	Project completion certificate is required to qualify 'O' Level-IT					
		Maximum Marks in the level				400	

c. The qualification matrix for each module/paper is:

Theory	Practical	Result	Re-appear
Pass (Qualifying 33% criteria)	Pass (Qualifying 33% criteria)	Pass (Qualifying 50% criteria)	NA
Pass (Qualifying 33% criteria)	Pass (Qualifying 33% criteria)	Fail (Not qualifying 50% criteria)	Need to re-appear in both theory and practical.
Pass (Qualifying 33% criteria)	Fail (Not qualifying 33% criteria)	Qualifying 50% criteria, but Fail	-do-
Fail (Not qualifying 33% criteria)	Pass (Qualifying 33% criteria)	Qualifying 50% criteria, but Fail	-do-
Fail (Not qualifying 33% criteria)	Fail (Not qualifying 33% criteria)	Fail	-do-
Absent (Zero marks would be awarded)	Pass / Fail (as per 33% qualifying criteria)	Fail	-do-
Pass/Fail (as per 33% qualifying criteria)	Absent (Zero marks would be awarded)	Fail	-do

d. The marks will be translated into grades while communicating results to the candidates. No rounding takes place in the calculation of grades. The gradation structure is as given-

Pass Percentage	Grade
Failed (<50)	F
>= 50% to < 55%	D
>= 55% to < 65%	C
>= 65% to < 75%	B
>= 75% to < 85%	A

>=85%	S

3.6.8 Practical Examination Scheme

The Practical Examination will be conducted by the NIELIT in reputed Institutions for all candidates. The accredited institutes are obliged to facilitate the conduct of Practical Examinations and arrange infrastructure, and support of its faculty and staff for the conduct of Practical Examination at their Centre. The practical examination scheme is as follows.

Number of Practical Examination	Four
Duration of Practical Examination	Three-hour duration including viva voce
Max. Marks	100 = 80(Practical) + 20(Viva Voce)
Date(s)	The date (s) for the practical examination will be announced on the NIELIT website.

Only the practical fees, as decided from time to time by NIELIT, are payable. Institutes are not permitted to charge any additional fees from candidates for separately facilitating the practical examination.

3. Part B. Detail Syllabus of Additional Modules

Part B-4.1 Entrepreneurship Development Modules:

The Secondary Level Entrepreneurship Development Course aims to introduce students to the fundamentals of entrepreneurship and equip them with the skills needed to start and manage their own businesses. It is designed to foster entrepreneurial thinking and provide practical knowledge that can be applied in real-world scenarios.

S.NO	Class	Chapter No.	Module/ Chapter	Chapter Objectives/ Learning Outcome	Theory (Hours)	Practical/ Activities (Hours)	Marks Project (50)+Class Assignments/Acti vities (50) (Max Marks 100)		Pedagogy
1.	9th	1.	Introduction	This chapter will help learners to: • Understand the concepts of business,	(5)	(1) Prepare a list of 10 Indian Business Organisations	50	50	Lecture & Activity through

									Virtual Mode
				profession, and employment • Know the characteristics of entrepreneurship • Realize the significance of Entrepreneurship for India					
2.	10th	1.	Entrepreneur	This chapter will help learners to: • Understand the meaning and features of an entrepreneur • Identify the key Qualities of an Entrepreneur. • Recognize the different types of entrepreneurs	(6)	(1) Think of an Indian Entrepreneur and identify his/her key qualities	10	10	
		2.	Support system for entrepreneurs in India	This chapter will help learners to: Get aware of various schemes of state & central Government for startup and entrepreneurship development	(5)	(1) Identify one Government scheme and explain its benefits and eligibility criteria	20	20	
		3.	Business idea: generation, assessment and market research	This chapter will help learners to: • Discuss how to think of a business idea and evaluate it • Conduct market research to validate business ideas	(4)	(2) Identify a problem, think of a product/ service and prepare a questionnaire for market survey	20	20	
3.	11th	1.	Role and Responsibilities of Entrepreneur	This chapter will help learner to: • Realize the role of Entrepreneurs in Economic Development • Understand the responsibilities of Entrepreneurs	(5)	(1) Identify an Indian company and explain its contribution towards society	50	50	Lecture & Activity through Virtual Mode
4.	12th	1.	Entrepreneurial Opportunities	This chapter will help learner to: • Discuss the need assessment and business idea generation • Know the steps in business idea	(4)	(2) Identify a problem faced by you/ society and think of a product/ service to solve it	15	15	

					generation • Describe the role of Creativity and Innovation in entrepreneurship				
			2.	Support system for entrepreneurs in India	This chapter will help learner to: • Discuss the various schemes of state & central Government for start-up and entrepreneurship development	(5)	(1) Identify one Government scheme and explain its benefits and eligibility criteria	15	15
			3.	Business idea: generation, assessment and market research	This chapter will help learner to: • Discuss the business idea and evaluate it • Conduct market research to validate business ideas	(4)	(2) Identify a problem, think of a product/ service and prepare a questionnaire for market survey	20	20

Part B-4.2 Life Skills Module

The Life Skills module for secondary-level students focuses on developing essential personal and professional skills. It covers self-awareness, effective communication, critical thinking, time management, teamwork, adaptability, financial literacy, and health and well-being. The module aims to equip students with practical skills to navigate daily challenges, make informed decisions, and succeed in their future endeavors.

S.No.	Class	Course Name	Chapters	Learning Outcome	Hours	No. of Periods	Marks Project(50) + Class Assignments/Activities(50) (Max Marks 100)		Pedagogy
1.	9th	Introduction to Life Skills	An overview of life skills and their importance	This chapter will help learners to: • discuss life skills in day-to-day situations • differentiate between the categories of life skills	1	2	15	15	Lecture & Activity through Virtual Mode

				• identify characteristics of life skills • demonstrate the implications of life skills.					
			2. Different types of life skills	*This chapter will help learners to:* • Discuss the different types of life skills. • Demonstrate life skills in real-life scenarios.	1	2	15	15	
			3. Examples of Life Skills in daily life	*This chapter will help learners to:* • Explore various life skills essential for navigating daily life's challenges and responsibilities. • Develop life skills in navigating the complexities of daily life.	1	2	20	15	
2.	10th	Key Life Skills for Vocational Education	1. Introduction to the concept of life skills and their significance in vocational settings.	*This chapter will help learners to:* • Create well-rounded professionals in vocational fields. • Learns to effectively handle challenges and opportunities in various aspects of life.	1.5	2	10	10	
			2. Personal life skills	*This chapter will help learners to:* • Explore the	1.5	2	10	10	

				importance of personal life skills: • Discuss self-awareness and management. • Apply emotional intelligence in a real-life scenario.					
			3. Social life skills	*This chapter will help learners to:* • Explore the importance of personal life skills. • Learn communication skills • Develop teamwork and conflict resolution in real-life scenarios.	1.5	2	10	10	Lecture & Activity through Virtual Mode
			4. Vocational life skills	*This chapter will help learners to:* • Explore the relevance of vocational life skills. • Learn Industry-specific knowledge and professionalism. • Identify different vocational sector-specific technical skills requirements.	1.5	2	20	20	
3.	11th	Social-Emotional Learning (SEL) in VE	1. Introduction of Social-Emotional Learning (SEL)	*This chapter will help learners to:* • Define Social-Emotional Learning (SEL).	2	4	20	20	

				• Discuss the importance of SEL in personal development and well-being.					
			2. Overview of the key components of SEL:	*This chapter will help learners to:* • Explore the key components of SEL. • Discuss social awareness. • Describe relationship skills and responsible decision-making.	2	4	15	15	
			3. How SEL enhances the ability to succeed in vocational settings and throughout careers.	*This chapter will help learner to:* • Learning SEL skills contribute to success in specific vocational careers. • Use SEL Competencies in the Vocational Journey	2	4	15	15	
4.	12ᵗʰ	Career Readiness and SEL	1. Social-Emotional Learning for Career Readiness	*This chapter will help learners to:* • Discuss the key components of career readiness. • Explore SEL enhances career readiness prerequisites.	1	2	10	10	
			2. Self-Exploration and Career Planning	*This chapter will help learners to:* • Describe self-assessment and exercises to identify interests, values, strengths, and career preferences. • Explore the potential career pathways based on personal attributes and aspirations. • Introduce to career planning strategies. • Creating action plans for suitable career options.	2	4	15	15	

					2	4	10	10	
			3. Reflection and Future Planning	This chapter will help learners to: • Reflect on personal growth, learning experiences, and career aspirations. • Learn to set short-term and long-term goals for future career goals.	2	4	10	10	
			4. Why life skills are essential for success in career, and life	This chapter will help learners to: • Discuss life skills that are crucial for students' success in their careers and life in general. • Identify the essentials for workplace success. • Explain interpersonal communication, problem-solving, time management, and adaptability to changing work environments. • Analyse life skills contribute to personal well-being, mental health, and overall quality of life. • Learn to cope with challenges, build resilience, and pursue meaningful goals.	1	2	15	15	Lecture & Activity through Virtual Mode
			Total		20	36			

Part B- 4.3 Indian Knowledge Systems

The Indian Knowledge Systems (IKS) module for secondary-level vocational education explores traditional and contemporary knowledge relevant to various vocational fields. It integrates ancient Indian wisdom with modern practices, emphasizing skills and techniques rooted in cultural heritage. The module aims to provide students with a deeper understanding of India's diverse knowledge systems, enhancing their vocational skills and fostering a connection between traditional knowledge and contemporary applications.

S.No.	Class	Module/Unit	Learning Outcome	Theory(Hrs)	Practical/Activities(Hrs)	No.of Periods (Hrs.)	Marks Project(50) + Class Assignments/Activities(50) (Max Marks 100)		Pedagogy
1.	9th	Bridging the Indian Ancient Wisdom and Vocational Education	This chapter will help learners to: • Identify the 64 kalāyien (arts) mentioned in ancient Indian texts and recognize their historical significance. • Describe a few examples of these ancient arts and how they were practiced in the past. • Explain how some of the 64 kalāyien are relevant to modern vocational education, such as cooking, music, or painting. • Appreciate the value of ancient Indian arts and skills in preserving cultural heritage. • Express why it is important to learn and preserve traditional arts alongside modern vocational skills.	1	1	4	50	50	Lecture & Activity through Virtual Mode

| 2. | 11th | Vocational Pathways: Learning from Vedic and Modern Knowledge Systems | This chapter will help learners to:
• Explore Vedic-era vocational practices (such as traditional craftsmanship, agriculture, healthcare, architecture, and trade).

• Compare the Vedic practices with modern vocational skills in the same fields (e.g., technology-enhanced agriculture, modern healthcare, and architecture).
• Identify how vedic skills have influenced or transformed into modern vocational practices.
• Exploring ethical considerations in technology
• Analyze the tools and techniques used in Vedic times for vocational tasks and compare them with modern technological advancements in the same fields.
• Discuss the role of innovation in improving efficiency from Vedic times to modern times.
• Exploring Sustainability and | 2 | 2 | 6 | 50 | 50 | Lecture & Activity through Virtual Mode |

| | | | Ethics practices, and harmony with nature, and comparing this with modern vocational education's focus on sustainability, technology, and global challenges.
• Discuss incorporating traditional knowledge into modern vocational careers. | | | | | | | |

4.4 Pedagogy Hours and minimum & maximum marks matrix for **Part B** is as under:

Sr.No.	Title of Modules	Pedagogy (Class-wise Total Hours)				Marks Project(50) + Class Assignments/Activities(50) (Max Marks 100)	
		9th	10th	11th	12th	Min	Max
1	Entrepreneureship Development	6	19	6	18	33	100
2	Life Skills	9	14	18	18	33	100
3	IKS	2	-	4	-	33	100

4.5. The internal marks will be translated into grades while communicating results to the candidates. No rounding takes place in the calculation of grades. The gradation structure is as given-

Pass Percentage	Grade

Failed (<50)	F
>= 50% to < 55%	D
>= 55% to < 65%	C
>= 65% to < 75%	B
>= 75% to < 85%	A
>=85%	S

For any queries regarding the syllabus/curriculum, please contact: Dr. Nidhi Gusain at 9810202568